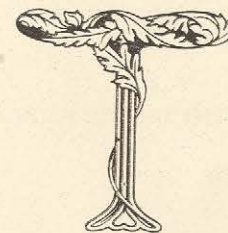


CARTERET SCHOOL, NO. 7.

Annual Report *of the* Board of Education



Bloomfield 1916 New Jersey

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REPORT OF SUPERINTENDENT

OFFICE OF SUPERINTENDENT OF SCHOOLS

BLOOMFIELD, N. J., June 30, 1916.

Board of Education:

GENTLEMEN: The annual report of the schools of Bloomfield is herewith respectfully submitted.

The plan, decided upon last fall, of having the supervisors and principals review the work done during the year in their respective departments and schools and of making these reviews the chief features of the annual report, has been carried out with interesting results. The reports of these officials not only reflect the aims and the ideals they have tried to attain in conducting the work done under their supervision, but in a more or less detailed way the needs and the conditions of the respective schools and their communities are portrayed.

The events from which the Superintendent usually selects material for the annual report having thus been covered somewhat in detail, he has attempted to touch, in a very brief manner, upon a few matters of general interest, one or two of which have been alluded to in other reports and one or more of which have not been discussed at all.

The statistical tables show that there has been an increase in our enrollment of 195 pupils over that of last year. This is a trifle larger than the increase of last year and carries with it a substantial gain in the total number of days' attendance which is larger than the attendance of last year.

The absence of any serious epidemic of contagious diseases and the efficient work of the truant officer are in part responsible for this good showing.

Including the members of the class which entered in February, the number of pupils in attendance at the High School has reached a total of 517, this number equalling the full capacity of

the building. About sixty of this number of pupils graduated in June and about as many more left school during the year, in most cases to go to work, the latter number being larger than usual, the unusual demand for help in the business world being largely responsible for this increase. However, we are expecting a class of about seventy pupils to enter the High School in September and another class numbering over one hundred to enter in February, 1917. It looks very much as though our building will be outgrown before the end of the coming year.

The athletic teams of the High School have made good records and have demonstrated the value of careful and effective coaching. They have won a large proportion of the games played, but, what is still more pleasing, they have stood steadfastly for fair play.

The practice begun last year of inviting gentlemen representing different professions and different occupations to address the High School pupils from time to time, has been continued with pleasure and profit to all. In the most of these addresses there was much said that was helpful to young people who were giving much thought to the choice of a vocation. A list of the speakers and the subject discussed by each follows:

- December, 1915—Prof. Charles H. Farnsworth, Teachers College, Musical Appreciation.
January 13, 1916—Miss Cazin, Montclair Normal School, Preparation for Teaching.
February 9, 1916—Prof. North, Rutgers College, How Chemistry Has Reduced the Price of Commodities.
February 17, 1916—Mr. Hugh D. Kendall, Corning, N. Y., The Story of the Flag.
March 30, 1916—Dr. Charles S. Chapin, Montclair Normal School, Selecting a Vocation.
April 11, 1916—Mr. James C. Brown, Member Board of Education, Preparation for Life.
March 24, 1916—Mr. Benjamin P. De Witt, New York University, Value of a College Education.
June 14, 1916—Mr. James C. Brown, Member Board of Education, The History of the Flag.

On February sixteenth, Miss Hortense S. Stollwitz, an expert performer on the typewriter, gave a very interesting speed demonstration before the pupils of the Commercial Department.

During the winter, Mr. David Walker gave a very interesting talk on "The Administration of the Tariff Laws," to the classes studying civics and history.

On June fourteenth, the entire school had the pleasure of listening to Major J. C. Wambold, Principal Musician First New York Volunteer Engineer Regiment, as he gave one of his inimitable entertainments with his drum.

For the first time in the history of our schools a class was graduated from the grammar grades and entered High School in February. Inasmuch as there are now two opportunities for beginning work in the High School during the year instead of one as heretofore, there will be a saving of a half-year to pupils who have been kept out of school on account of sickness or who have failed to be promoted for other causes.

Although the work of renovating the Park School has been greatly delayed, thus causing much inconvenience in the administration of the affairs of that school, we are looking forward with pleasure to the possibilities of next year, when we shall have a building lighted in accordance with the best known practice, ventilated by a motor-driven fan and heated by a new steam plant. The size of this building will enable us to accommodate the eighth-grade pupils of the entire town, and in addition a part of the seventh-grade pupils. In organization this school will approach closely that of a Junior High School.

During the fall and early winter a series of spelling matches was held in each of the grammar grades and the best spellers selected to represent their respective grades and schools in public spelling matches held in the High School Auditorium during the month of January.

The match between the 8 B and 8 A grades constituted a part of the program of the Eighth Grade graduating exercises and was won by the 8 B pupils.

The contests in which the pupils of the other grades took part were attended by large and enthusiastic audiences. Lists of the

pupils who won the honor of representing their respective schools and grades follow. The names starred (*) represent the pupils who were the successful contestants.

GRADE 8 A, PARK SCHOOL.

German and Latin Girls' Section—Mary Kilbride, Geneva Jenkins, *Mabel Jenkins, *Ida Garlock, *Mildred Stone.

German and Latin Boys' Section—Robert Garlock, Richard Pilch, Geoffrey Boucher, Carl Weichert, *Malcolm Catlin.

Vocational Class—*Carl Iseman, Katherine Smith, Mabel Bickler, Stella Kuczensky, Stanley Gruchacz.

GRADE 8 B.

Center School—*Ruth Collins, Maude Osmun, *Ruth Udall, *Gladys Owen, Thomas Brady.

Fairview School—*Agnes Fitzgerald, *William Grenger, Veronica Laub, Charles Wilhoft, Margaret Latterette.

Watsessing School—*Townsend MacMillan, Jean Artopeous, Esther Johnson, Bessie Spatcher, Bessie Kelley.

GRADE 7 A.

Berkeley School—*Estelle Baldwin, Fred Cadmus.

Brookside School—Gertrude Romig, Esther Bassett.

Center School—Marion Shroeder, Dorothy Roake.

Fairview School—Majorie Greacon, Alice Haskell.

Watsessing School—Robert Davidson, Emma Zeim.

GRADE 7 B.

Berkeley School—Helen Fitzgerald, Louis Ash.

Brookside School—Viola Widman, Sophia Koppelman.

Center School—William Caldwell, *Victoria Wornski.

Brookdale School—James Johnson, Margaret Wildsmith.

Fairview School—Alexander Carnahan, Elizabeth Raisbeck.

Fairview School—Majorie Greacen, Alice Haskell.

GRADE 6 A.

Berkeley School—Ford Sohmer, Raymond Taylorson.

Brookside School—*Barbara Mencik, Frances Gostkowski.



BROOKDALE SCHOOL—WORKING IN SCHOOL GARDEN

Center School—Charlotte Stead, Barkerdale Penick.
 Fairview School—Ida Santa Boogis, Oscar Flammer.
 Watsessing School—Elizabeth McConnell, Freda Olsen.

GRADE 6 B.

Berkeley School—*Verne Simonds, Gregina Francisco.
 Brookside School—Veronica Wenger, Leland Bernhardt.
 Center School—Carl Carlson, Wilbur Roake.
 Brookdale School—Hattie Aug, Emma Wildsmith.
 Fairview School—Mary De Moyne, Frank Cozzelano.
 Watsessing School—Clarence Sheet, Hilda Olsen.

GRADE 5 A.

Berkeley School—Anna May Edwards, Joseph Wright.
 Brookside School—Gladys Jacobus, Kathryn Brownstein.
 Center School—*Curtis Whitmore, *Samuel Rubenstein.
 Carteret School—Edwin Lang, Elizabeth Lindley.
 Fairview School—Robina Banks, Lillian Hunger.
 Watsessing School—Franklin Dedellen, Maurice Samuels.

GRADE 5 B.

Berkeley School—Allan Cole, Peter Riley.
 Brookside School—Helen Glowczynski, *Stella Kamienski.
 Center School—Lyndeman Collins, Herman Silverman.
 Brookdale School—Harry Wright.
 Carteret School—Elizabeth Weathers, Amelia Casolese.
 Fairview School—Sophie Zawanski, Alice Walton.
 Watsessing School—Madeline Gentile, Marion Ellor.

It might be well to explain that in the contest between the 8 A and 8 B grades the contestants spelled for fifteen minutes and there were nine pupils standing at the end of the time, four of them being 8 A pupils and five of them being 8 B pupils.

The contests in the other grades were conducted by selecting competitively two pupils from each grade to represent their respective schools. All the pupils of a given grade were then given words to spell in the final match until all had missed and thus been spelled down but one pupil. This pupil won the match for his grade and the banner for his school.

During the year the schools have been the recipients of useful and much appreciated gifts from the following sources: The Town Improvement Association, shrubs for lawns; The Latin Club, a statue of Urania; Dr. J. S. Wolfe, a book on poultry-raising; Mr. Hemler and Mr. Dowland of the Sprague Electric Company, electrical apparatus for use in the Evening School.

Our teachers have spent much time in reading the educational periodicals and the books supplied for each teacher's library by the Board of Education. Many of them have sought to improve themselves further by attending lecture courses given under the auspices of nearby universities or colleges.

The display of this ambition for improvement is most commendable and helps to account for the very satisfactory results attained by the teaching staff and by the pupils.

In closing, I wish to express my appreciation of the cordial support and helpful co-operation of supervisors, principals, teachers and the members of the Board of Education.

ELEMENTARY GRADES.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: As requested, I submit herewith my annual report as Supervisor of Elementary Grades.

The greater part of my time has been spent in the classrooms of the different schools, observing the instruction, giving help and suggestions where necessary, and trying to strengthen and improve the quality of the individual work. Many private conferences have been held, in my office after school hours, relating to the specific problems of the teacher. Thirty-one teachers' meetings have been held in which the aims and ideals of the work have been talked over. These meetings have been informal "round table" talks, giving and exchanging ideas, comparing actual classroom exercises, talking over problems met daily, and giving brief accounts of visits made in other municipalities, thus helping us to look at our field of work in a broader and more comprehensive manner. The opportunity afforded the teachers of taking two visiting days during the year to see methods of instruction, and

to compare the work of other classes out of town with their own grade has been of inestimable value.

Our splendidly equipped pedagogical library, which has been so generously furnished by the Board of Education, is very much appreciated, for it keeps us in touch with the best methods and ideas of the most advanced thinkers of the day. Next year, we are looking forward to the opportunity of hearing some of these educators. A course of lectures has been arranged for by the teachers and principals, the aim of which is to bring helpful, practical and inspirational suggestions, that will bear directly on different features of our work. The desire for professional growth is very marked among the teachers, for many are taking University Extension work on Saturdays, after school hours, and also at Summer Schools during their vacations.

The excellent training given in the kindergarten reflects itself in the alert interest and readiness for independent work when these little people reach the primary department. The spirit of self activity, respect for the rights of others, and social co-operation; also the developed power of observation, natural freedom of expression, habits of orderliness and politeness are marked. The transition from the kindergarten to the primary grades has been solved by the "invisible bridge" or connecting class work, where the child is introduced by easy, natural and pleasurable steps to the joys of reading.

The Kindergarten Festival held in Watsessing Park, May 25th, demonstrated the discipline these little people are getting along lines of obeying definite instruction in rhythm exercises, oral expression, and singing. The marching, dancing, and games in which over five hundred children participated, presented a spectacle both inspiring and long to be remembered.

Increased efforts, during the year, in primary and grammar grades, have been made to improve the quality of the oral reading and to train the pupils to convey to others in good English, clearly and comprehensively, their interpretation of the thought expressed on the written or printed page. Phonetic drills, systematic exercises in articulation, enunciation and dramatization, also form part of the specific instruction in reading. The teachers are aim-

ing to enkindle a love for good literature and are guiding wherever possible the out of school reading. The supply of excellent supplementary material furnished by the Board of Education has been of great value in arousing genuine reading interest and forming a motive for good expression. An appreciation of poems, prose selections and memory gems worth knowing and keeping has been developed that further instills a love for literature of ethical and moral value besides increasing the vocabularies of the pupils.

From time to time pupils in different grades have been tested in sight reading of material that has not previously been read in order to mark individual progress.

Next year in our grammar department we hope to follow more specific lines of work in declamation, debates and discussions. Pupils need to gain power, "to think on their feet," to gain freedom and confidence in expressing their thought in public. In every oral and written exercise, no matter what the subject, our aim has been to make the work of practical value.

The spelling matches held in the High School Auditorium in January, after preliminary tests were given in the individual schools, demonstrated the emphasis we are giving to oral spelling. In September and again in February a written efficiency test of "100 spelling demons" were given in grades four to eight inclusive.

In arithmetic more and more emphasis is being placed on the essential operations to secure absolute accuracy and readier use of the processes in the fundamentals. A series of practical tests, during the last term, designed to find out the individual efficiency in handling the fundamentals accurately, were given in all of the grammar grades. The results were very illuminating and enabled us to decide in what respect the individual pupil needed special practice.

The commercial and industrial aspect of the study of geography has been very strongly emphasized and in history and civics special prominence has been given to the economic and social sides, the specific aim being to prepare pupils for intelligent entrance upon the duties of good citizenship.

In all schools great effort has been made to surround the

child with an atmosphere of sunshine and helpfulness that has prepared him to undertake the regular work effectively and happily.

In conclusion, I wish to express my great appreciation of the hearty co-operation, loyal and painstaking work of the principals and teachers, and to thank you for your wise counsel, sympathetic help and encouragement.

Very respectfully,

IDA E. ROBINSON,

Supervisor of Elementary Grades.

DEPARTMENT OF DRAWING AND MANUAL TRAINING.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: I herewith submit the annual report for the Department of Drawing and Elementary Manual Training for the year ending June 30, 1916.

In general the art work of the past year has been carried on in much the same way as before. We have found no reason for changing to any great extent the plan of the foundation principles to be taught in each grade. However, since the last special report of this department was submitted many changes have taken place in the system which have necessitated readjustments and have prevented in some ways the attainment of the results we should have liked.

Some of the things which have thus affected our work, although at the same time they show the progress and growth of our school system, are: the large increase in the number of classes both in the High School and grades, the institution of mid-year promotions and the crowded conditions caused by the remodelling of the Park School. Notwithstanding the difficulties we feel that we have still maintained the same good quality of work and in some classes we have been able to introduce new and practical problems.

A brief outline of the High School art course might be of

interest. The main thought of the first year's work which is required of all girls, is the study and application of color in nature, costume and applied design. In the second year, where the work becomes elective, free-hand drawing, involving the principles of perspective, is taken up, with the idea of obtaining a working knowledge of these principles and good pencil technique.

Good lettering and composition are emphasized the third year and we work out practical and useful problems in posters, commercial advertising, book-covers, etc. As far as possible we try to do these things which are to be actually used in the class period, but the demand along this line has been so great that much extra time has been given by both teachers and pupils after school hours. As an example of this I would mention the fact that nearly all the posters for the public lectures given by the Board of Education, though partly machine printed, have been filled in and completed by High School students.

Another of the many problems which have come to the department of drawing the past year is the matter of color schemes and designs for sixty or more costumes for the Stratford Festival given at the June Commencement. Here again limited time made much outside work necessary, but we feel that unless our department can meet these vital, practical school and life problems, it is of little use, for Art, which means usefulness and beauty, ought to be lived as well as studied.

In a number of cases the teachers have given their time to help students with problems entirely outside of school work. Thus notebook covers were attractively made and suggestions given for arranging the notes of a Sunday-school class, while for some Camp Fire events posters have been made and plans considered for decorating gowns and banners.

The work of the senior year is principally applied design. The student is free to decide what he wishes to produce and to carry out in stenciling cut or tooled leather, etched metal, or in some other manner, his design in a way suited to his material and purpose.

Since more interest has thus been taken in drawing in the High School as shown by the increased number electing the sub-

ject and by the above-mentioned demands for posters, magazine covers for English work, etc., it has been quite impossible with the present arrangement to do a great deal of personal supervision in the grade schools. For this reason, during the past year, nearly all the drawings from the five lower grades have been sent to the High School each week and returned with criticisms and suggestions. It has thus been possible to economize time and keep in quite close touch with the grade work. By the aid of many teachers' meetings and the co-operation of the grade teachers we have made a beginning toward separating the work for the A and B classes in each grade, and are hoping that time will soon permit of the rearrangement of the typewritten outlines so as to make the work clearer and more definite for the grade teachers.

Much gratitude is due the Superintendent and the Supervising Principal for their support and appreciation of the difficulties under which the department has been working the past year. I wish also to thank the school Principals, the Special and Grade teachers for their co-operation and all the efforts they have put forth to make the work a success in every way.

Respectfully submitted,

E. RUTH PALMER,

Director.

DEPARTMENT OF HOUSEHOLD ARTS.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: It gives me great pleasure to submit to you the report of the Department of Household Arts. Since my last report, changes have been made in the course of study, improving and broadening the work.

The pupils in grade 5 B are given small notebooks in which they write descriptions of and directions for each stitch and process learned, and into which they fasten small samples of these stitches or processes. The books are kept for use in the succeeding grades, furnishing the pupils with a medium for reference

and study when they become forgetful. We have found them of the greatest help in fixing the important points in the pupils' minds. I have continued the use of these notebooks through the tenth grade.

Beginning with grade 6 A the pupils are instructed in the use of sewing machines and of paper patterns. The patterns are furnished and are marked in the same way as the standard makes of commercial patterns. In grade 7 A, the pupils make cooking aprons and caps, paying part of the cost of the material which they use in grade 8 B. In grade 8 A, they make dresses for themselves. The January and June classes of this year and the January class of next year have made middy blouses and plain skirts for their graduation dresses. The school furnishes the patterns for these and sells the dress goods to the girls, giving them the benefit of the school discount. We expect this to become a permanent arrangement in Grade 8 A.

In September, 1914, we began giving cooking lessons in Grade 8 B. This has proved very successful. On one occasion we served simple refreshments to a large number of parents. The lessons cover elementary processes in cooking vegetables and fruit, making soups, biscuit, bread and plain cake.

The building of Carteret School has opened a very interesting new field. The children from that district have always been expert at sewing, and have been given work much in advance of their grades. We have put a small and inexpensive, but complete, cooking equipment into this school, and lessons in plain and very inexpensive cooking, and in laundry work, are alternated with the sewing. The girls there, in Grades 5 B, 5 A, and 6 B, have made themselves cooking aprons, and have made curtains for the windows, hemmed towels, and made other necessary articles, such as dusters and iron holders. They are very much interested in their work.

At Brookdale, in connection with the agricultural work and exhibit, lessons have been given in canning and pickling. The products of these lessons have been sold, and the money used for the cooking equipment. Enough canned tomatoes were purchased, at cost, to serve the High School and Eighth Grade work

throughout the year. We are planning a very considerable extension of this valuable and interesting work in the coming year.

The work in Household Arts done by the girls in the Retarded Classes is of interest. These girls often show a considerable aptitude in manual work. The more skilled have made simple dresses and other garments for themselves, and have done, occasionally, some very good embroidery. The others are taught simple stitches, and are given practice in using them. Gas stoves and small cooking equipments have been furnished for the classes at Center and Brookside Schools, and are used by the girls with pleasure and profit. The lessons are concerned with nutritious food at a low cost.

In the High School, the work in sewing consists entirely of dressmaking, beginning with simple waists and skirts of wash goods, and increasing in difficulty. The seniors this year have used woolen goods and silks. The majority of them made pretty school dresses which they have worn all winter.

Up to and including this year, it has been necessary to teach elementary cooking in the High School. Beginning next fall, the girls in the cooking classes will have had this cooking in the Eighth Grade, and the High School course will accordingly be altered. The girls now have two terms of plain cooking, and in their senior year study the planning of menus, the cooking and serving of meals, and the cost of foods. We have served several lunches at a cost of ten cents a person, and also several at a cost of twenty cents a person.

In the winter we gave a few lessons in Home Nursing, in connection with the senior work. The lessons included the care of the sick room, the making of the bed, bandaging, and simple cooking for the convalescent.

Respectfully submitted, CLARA E. SCHAUFFLER,

Director.

MANUAL TRAINING DEPARTMENT.

REPORT OF SHOP WORK FOR 1915-1916.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: I herewith submit the annual report for the Department of Shop Work.

Work in this department has been carried on during the past year along much the same lines as in previous years. We have been able to introduce some new and more interesting models and have secured very satisfactory results. In nearly every instance, the pupil has shown keen interest in his work.

We have not been able to get as good results from the eighth grade pupils this year, on account of having them located in different places. In our remodeled Park School, where all the eighth grade pupils will be together next year, we shall have a new shop and equipment, and hope to secure much more satisfactory work. The pupils in the vocational course will be especially benefited by the change. The pupils of the 8 B grade have not been able to do any wood turning this year, but in the new shop both 8 B and 8 A vocational classes will have regular work in wood turning. These classes make some models which are used in the schools. These models include handles used for repairing vises and chisels, mallets for use in the shops, etc.

We also have a new shop in Carteret School which we entered during the year. The boys have shown much interest in their work in this shop, and are doing well.

We aim to give the boys in all grades as much drawing as our limited time will permit. A satisfactory working-drawing of each model is required before the boy is allowed to begin construction. Working from his own drawing not only teaches a boy to read a drawing, but also gives him a conception of the advantage of having his work thoroughly planned out before hand.

In the High School, where the work is all elective, there has been good interest shown, and a large per cent. of the boys have elected the work. Here also the drawing must precede the model which the boy chooses to make. When the drawing is completed,

the boy is given a Mill Bill upon which he must put down the length, width, and thickness of each piece of lumber which is to be used in making the model he has chosen. He must also calculate the board feet of lumber required, and give its cost at so much per board foot. This brings in the correlation of mathematics and shop work. When his working-drawing and mill bill are completed and approved by his teacher, he is allowed to start work upon his model.

There have been some very useful articles constructed in the shop during the past year in the High School classes, such as tables, chairs, bookcases, magazine racks, canoes, etc.

During the past year the Mechanical Drawing work has been somewhat changed. Fourth-year work has been added, which gives us a four-year course in the subject at the present time. In the first year the students are taught the use of instruments, conventional lines, angles, and lettering, also simple projections, cross-sections, free-hand sketching, and inking. The second year they get geometrical constructions, truncations, simple intersections, free-hand sketching, working-drawings, tracing, and blue printing. The third year they continue with intersections and developments, and study threads and gears, and working-drawings; and in the fourth year assembled and detail machine drawing, also free-hand sketching, tracing, and blue printing. In all Mechanical Drawing classes much interest has been shown, and good work has been done by the pupils.

In conclusion, I wish to express to the Superintendent, Principals, and Teachers my appreciation of their interest and co-operation in our work. To them is due, in a large measure, any success which we may have achieved.

Respectfully submitted,

S. E. MORTON,

Director Shop Work.

DEPARTMENT OF PENMANSHIP.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: I take pleasure in submitting the annual report for the Department of Penmanship.

In all grades from the beginning, attention has been paid to to the position of the body, and as fast as possible the pupils have been taught the proper method of holding the pencil or crayon. We have our desks and seats adjusted so that the pupil can sit in a proper position, body erect so that the lungs can expand freely. The head should be held far enough from the paper to insure protection to the eyes.

In the first and second grades special attention is given to the development of the letter forms as to size, shape, slant, and endings. It is very necessary that the pupils should have clear ideas of letter forms, the proper position to take, the proper way to hold a pencil, and the proper way to make forearm movements. We think it very necessary that pupils in these grades learn to sit in a proper position and to form correct mental pictures of letters.

The muscular movement is started in the third grade. The pupils coming from the second grade having been taught the letter forms, can now give their attention to the development of this movement.

Writing is well done when it conveys in the best manner possible the values concerned and it does this by providing a form that can be easily read, that looks well and can be easily produced.

The standards of good writing are form, legibility, beauty, and, on the side of the penman, rapidity. A legible, rapid and a good-looking hand is the ideal toward which to work. These ideals are obtained through—(a) correct position of the body, of the arm and of the hand; (b) muscles relaxed; (c) pen holding.

The body should be erect, the feet flat upon the floor and as nearly as possible all muscles of the body should be relaxed.

The pupils from grades three to eight have Palmer Manuals which have muscular movement copies of exactly the correct size, shape and slant, and occupying the required amount of running space. These manuals are important because they give the print-

ed instructions with the copies, telling exactly what to do and how to do it.

The majority of the freshmen taking the commercial course receive Palmer diplomas at the end of the school year. The examinations and written work are closely supervised and much individual help is given.

In closing, I wish to express my thanks and appreciation to the Superintendent, Principals, and Teachers for the hearty support and co-operation given me in my work in each of the schools.

Respectfully submitted,

ETHEL SMITH,

Supervisor.

MUSIC DEPARTMENT.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: Careful study made during last year of musical conditions in our schools, comparison with what is being done in other systems, discussion with other supervisors and teachers, and thoughtful perusal of the views of acknowledged leaders of musical education in this country, led me very decidedly to two conclusions: (1) that we were not getting from our pupils all that might reasonably be expected and easily obtained by proper method; (2) that the musical training of our pupils had been too one-sided; too much emphasis is being given to pretty song singing and too little importance attached to the development of real musical power. Our children can render a limited selection of familiar songs with good tone-quality and intelligent expression. This, of course, is good so far as it goes, but they cannot read at sight from the printed notation a song of average difficulty, with fluency and precision.

We have underrated the musical capacity of the average child. We have been too much afraid of drill, which is as indispensable in mastering musical problems in time and tune, as it is in mathematics or language work. I am aware that the idea of

"drill" in connection with music is abhorrent to some good folks who say that music should be spontaneous, a free expression of the child's light-hearted, pleasure-loving nature. Apparently this argument is made to apply only to public school singing, for parents do not hesitate to compel their children to practice long hours at the piano or attend long choir rehearsals, presumably for the sake of the benefit which is supposed to accrue from such activities. The truth is that the drill which absolutely conditions the development of musical power, if applied at the proper time and skilfully conducted, need never degenerate into drudgery. Instead, the children themselves will come to enjoy it, and to realize the increased skill that it gives. After all, "drill" is but another name for practice, and, as we know, "practice makes perfect."

The proper time for drill or practice is through the fourth, fifth, and sixth grades, when the child is ready for such mental gymnastics. During these years he must master all the problems of time and tune in music just as thoroughly as he masters his arithmetical tables or his spelling. Whatever he fails to conquer here will probably never be conquered, or only acquired in later years at the cost of far greater effort. It is for lack of adequate drill in these grades that we find all too common the collapse of the music in the seventh and eighth years, and many pupils come into High School unable to read at sight a simple hymn tune.

I am fully convinced that the child of average musical ability can be brought to read at sight, from printed notation, simple melodies which are within the range of his musical experience (his musical vocabulary), before the end of the second year. We have 2 A grades in this system where this fact can be demonstrated. In language work the child reads from a simple primer during his first year, and there is no essential reason why his musical development should not proceed with proportionate rapidity.

In the first grade this year we have aimed to develop the sense of rhythm and to implant the first ideas of tone movement and relationship. Special attention has been given to rhythmic defectives and "monotones." In most cases the latter have been cured, i. e., brought into line with normal children. The children have been given an ample musical experience by learning many

very beautiful rote songs, and also a number of short sentence songs embodying elementary problems of tone and rhythm. Our repertoire of rote songs has been increased by the introduction of the Hollis Dann First Year Music, and the selection of songs from the Teacher's Edition of the New Educational Music Course. The children have shown the keenest pleasure in singing these beautiful songs.

In the second and third grades more advanced work in time and tune has been taken up successively and the study of notation has kept pace with the pupil's musical experience. On entering the grammar department, the average pupil is thoroughly familiar with the scale, can sing the common intervals readily from dictation, either oral or from the blackboard, recognize and write easy rhythms and melodies sung to him by the teacher, and sing at sight a simple exercise written on the board. At this stage, as before stated, he could certainly use with advantage a suitable primer. The introduction of music readers during the second or third year would quicken a hundred-fold the child's interest and pride in his work and in equal degree lighten the teacher's task. It is by no means easy for the teacher to invent sight reading material for her class.

Space does not permit a detailed account of the work in each grade, nor is that desirable here. It is enough to say that the aim throughout has been to arouse in the pupils a love for the best music, to lead them to render their songs expressively and intelligently, to establish right habits in the use of the voice and to develop the power to read for themselves music of ordinary degree of difficulty. More than this the public schools can hardly do in the way of musical education.

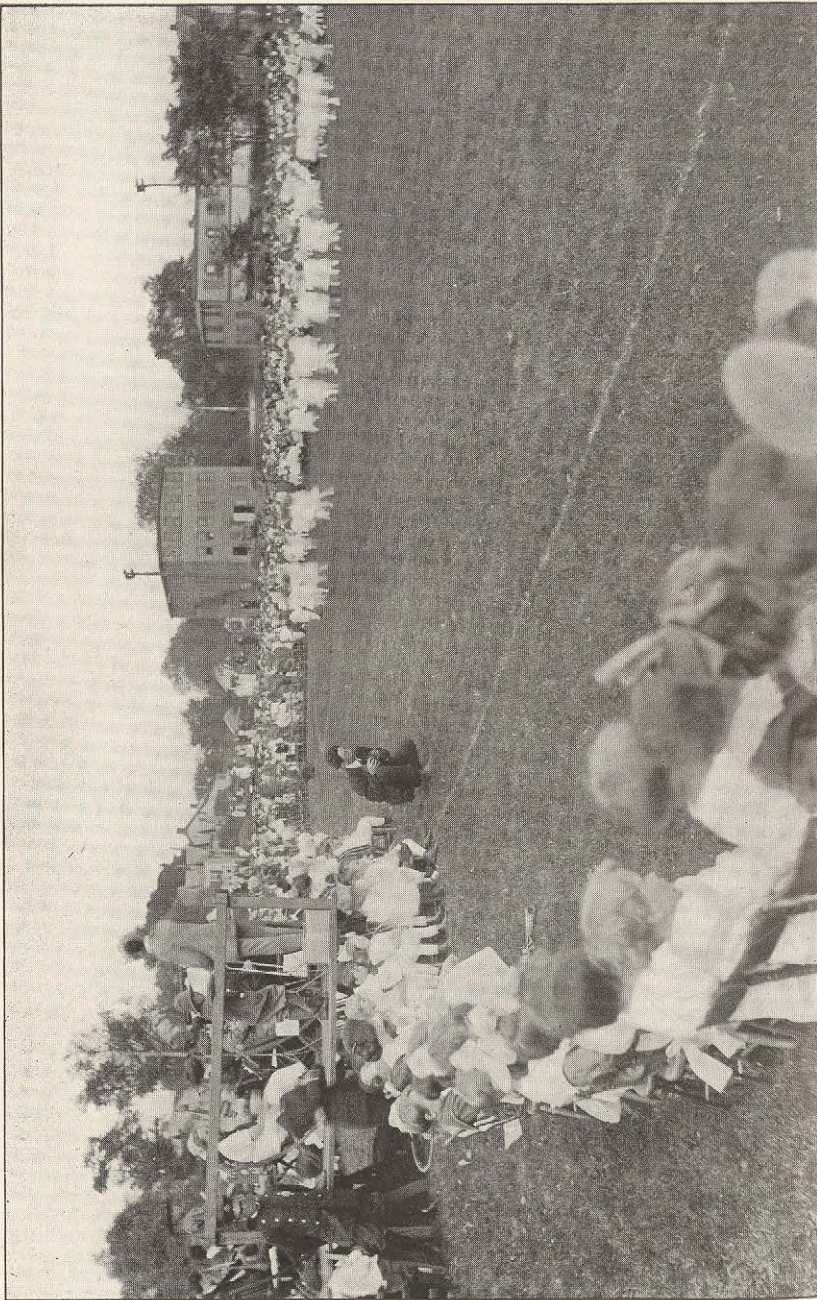
Of no less importance than teaching the child to render good music himself, is affording him the opportunity to hear good music, artistically rendered. He should become familiar with gems of tonal art, suited to his age, just as he is made acquainted with gems of literature. For this purpose the phonograph is indispensable. There should be a talking-machine and some well-chosen records in every school in the system, and the pupils should hear frequently examples of great music. There is an

abundance of imperishable music that is perfectly within the comprehension of the child, and he should have access to it. Children of the primary grades will listen with keenest appreciation to music of this kind, and frequently show discrimination which would put some grown-up concert-goers to the blush. This is work which the public schools may well be expected to do. It is within the scope of the first aim spoken of above, to awaken a love for the best things in music. Its influence penetrates to the homes both of the present and of future generations and its value in raising the standard of musical taste in the community can hardly be over-estimated.

Something has been done in this way in the schools this year. Demonstrations have been given in all but one or two of the schools with the Victor or other machines, and although such isolated performances are of small value by themselves, yet results proved the wide possibilities of the work if followed up logically and systematically.

Coming now to High School music we have a less gratifying report to make. The question of High School music is one of the most difficult confronting musical educators at the present day. What shall we include in our High School music courses? Shall we do nothing but chorus singing either by grades or by the whole school, or shall we broaden the scope of our work and include musical appreciation and history, and perhaps elementary harmony? The unanimous verdict of the leaders of the profession is in favor of the broader course. All up-to-date High Schools are introducing courses in musical appreciation and history, theory of music and general musical knowledge. Some have courses in harmony and some give credit for outside work under private teachers.

I came to my work this year with the strong convictions that chorus-singing alone is not enough for a High School course in music; that some of the above branches should be included; that means should be devised for testing the student's work individually. These changes were carried into effect. I also am convinced that music should be made a major subject, and given credit accordingly and that chorus singing should be by the whole



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school, every voice being tested and assigned to its proper part. These advances, however, are for the future.

In theory the work was planned to review and carry forward that done in the grades. It covered the topics of the bass clef, scale structure and relationship and intervals; thus preparing the way for elementary harmony later on. All this was pioneer work. It was new to the pupils and was not cordially received by them. Some amount of theoretical study, however, is essential to a clear understanding of any subject, and although there was a good deal of "hard sledding," the test papers showed that in most cases the pupils grasped pretty thoroughly the prescribed work. Plenty of opportunity for chorus-singing was given in all classes.

Little or nothing could be done in musical appreciation until the second half-year, or thereabouts, when the Board purchased a Victrola and records for use in the music classes. Nothing has added more to the interest of music study this year than the acquisition of this machine. It has frequently been used at Assembly, and the pupils have listened with keenest interest to records of some of the world's great music. In the classes a study has been made of the orchestra, the various instruments of which it is composed, their tone-color, how employed in the orchestra. Form, or design in music, has been taken up in an elementary way. The aim in all this work has been to give a broader view of musical art, and to help the student to listen intelligently. This again is pioneer work, and in this field something worth while has certainly been accomplished.

The Choral Class, the premier class of the school in singing, has done good work this year. It is a body of young singers of whom any school might well be proud. The Double Quartette, which was formed this year, also proves that the school can boast of some promising solo voices.

The orchestra has been handicapped by the lack of a sufficient variety of instruments. Only violins, cornet and piano have been available, and with such a small combination the style of music that can be attempted is greatly restricted. The strings are good and capable of playing good music, if the other parts were

obtainable. No continuous work from year to year can be done so long as the orchestra depends on what instrumentalists happen to be in school. This year a fairly complete orchestra may be available, next year half the players may have left. The High School should possess a set of the less common instruments—French Horn, Clarinet, 'Cello, Oboe, etc.—and encourage students to learn to play them. A student who, in his first year, took up an orchestral instrument, could, with sufficient perseverance, do good work for the school orchestra and carry with him an accomplishment which would be valuable in after life. Many school systems have appropriated considerable sums of money for the purchase of instruments to be used in this way.

In conclusion, I desire to thank you, Mr. Superintendent, for many words of kindly advice and encouragement, and the teachers and principals for their loyal support and co-operation. Bloomfield is to be congratulated on the possession of a teaching force second to none in the State for zealous devotion to their work, as well in special as in common subjects. It is a matter of deep regret to me that I am obliged so soon to relinquish my task. There is a great work to be done in Bloomfield, not only in the public schools, but also in the way of community music, and in this work my successor will always have my best wishes for success.

Respectfully submitted,

SYDNEY H. BUTTERWORTH,

Supervisor of Music.

HIGH SCHOOL.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: To wait with all patience for the accomplishment of a great desire and to find the final fulfilment of that desire marred by accompanying conditions has been the experience of those who long anticipated a new High School building. When the High School first moved into its new quarters in January,

1913, four eighth-grade classes accompanied it, but only for the remainder of that year and in September the long-awaited dream seemed realized—the High School had room enough—the puzzle of finding rooms in which to carry on the various branches of the work had ceased to be. Even then, however, every room found a convenient use, and we already knew that we would soon be again confronted with some of the old questions.

That time was upon us sooner even than we had thought, for September, 1915, again found three eighth-grade classes accommodated in the building by converting two manual-training rooms into classrooms. In February, when mid-year promotions first advanced an 8 A class, much contriving was necessary in order to incorporate these three classes into the High School and thus to leave the three rooms to be occupied by new 8 A classes. These will in turn become a part of the High School at the opening of the coming school year, and the truth is forced upon us that room enough without most careful planning was a fleeting pleasure of only two years' duration, and that we may again patiently dream of the time when more room may be gained by additions to the new building.

The disappointment resulting from finding the new building so soon filled to crowding has been modified by the knowledge that instead of the 357 High School pupils who moved into the building three years ago, 517, sixteen more than the total seating capacity of all the rooms intended for classrooms, have during this year been sharing the advantages afforded by the larger building and the better equipment. Of this increase, the highest percentage has been in the Commercial Department, which has registered 161 pupils this year as against 63 in 1913.

During the shifting and confusion attending adjustment to the unexpected and crowded conditions at the opening of this school year, faculty and pupils showed infinite patience over the necessary inconveniences and soon the school settled down to its routine work and it is quite certain that in spite of conditions the work has been held at least to previous standards.

Right here it may not be out of place to call attention to the excellent records reported to us from higher institutions con-

cerning graduates who have entered those institutions with our endorsement and quite gratifying are the unsought opinions of some of those graduates themselves that they find their preparation fully equal to that of their classmates from other schools.

As the High School has been crowded in numbers, so it has been finding itself pushed for time and the practical lengthening of the school day seems the only solution. While the day is still considered as extending only from nine o'clock until three, on four days of the week some classes begin at eight-forty and others continue until three-forty. In this way the available teaching time is increased by eighty minutes. This arrangement is quite consistent with the opinion, growing among educators, that a longer school day and less home study is desirable—less home study meaning not less study, but less study at home and more in the schoolroom under the guidance of the teacher. This, if feasible, we have felt for a long time would be a gain in that the allotted time would surely be given to study, and the pupils, especially the younger ones, would better learn how to study, would be studying under favorable conditions rather than in the same room with an interesting conversation or other distractions, as is some time the case in the homes. Again a pupil often leaves the classroom fully confident that he has understood the directions given for the next day's work, and, to his disappointment, when attempting to follow out those directions at his home, finds himself hopelessly entangled in difficulties which a timely word or two from his teacher would unravel at once.

Increase in enrollment and lengthening of hours are not the only signs of progress, but a change here, a broadening there, or a new idea introduced are constant devices for aiming at the best we can produce.

Among the new features, nothing has been more acceptable than the semi-annual promotions which first affected the High School in February. Success or failure is practically assured for each pupil by the middle of the year, and in the face of almost certain failure it is hardly natural for a boy or girl to maintain interest and faithful effort in struggling with difficulties not understood, because in that way power may be gained to overcome

those difficulties another year. Now instead of trying to work under such discouragement, or of slipping into careless habits, an opportunity is given to start anew with fresh incentive without much loss of time.

Because of the belief that pupils oftentimes feel that the daily injunctions of their teachers are only theory, given professionally, several prominent business men have from time to time been invited to talk to the pupils, especially of the Commercial Classes, of the things expected of them upon entering an office position or of kindred subjects. These talks have been enthusiastically received and many thanks are due to those men who have given us their time in that way. Quite inspiring, too, to all the pupils who witnessed it was the demonstration in typewriting given through the courtesy of the Remington Company by the World's Novice Champion Typist.

One idea that has been acted upon by the teachers more directly interested is the placing of pupils in business positions. The confidence that a pupil who has completed the Commercial Course is well trained for business gives assurance in making recommendations, and while there is no guarantee of assistance in securing positions and no intention of vying with business agencies, practically all of our graduates have been very satisfactorily placed.

More and more we feel that the High School is meeting the needs of all, and that each young person can find help for his own future whether he has chosen business or further life-preparation at college or is seeking training that will fit him intelligently to take up any work that may appeal to him at the close of his course at school.

Nor is consideration given only to future work, but in the various student activities and in general deportment about the building, the constant aim is that the pupil may learn to meet responsibility and to recognize the rights of others—in fact, to become a good citizen in the school as a preparation for his citizenship in the world.

Very respectfully submitted,

ELLA L. DRAPER,
Vice-Principal of High School.

BERKELEY SCHOOL.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: In compliance with your request, my annual report as Principal of Berkeley School is herewith respectfully submitted.

At the beginning of the year we were somewhat handicapped by having to care for four additional classes from other schools. These extra classes increased considerably the difficulties of administering an already overcrowded building, and compelled us to rearrange the plan of organization temporarily.

In November this condition was relieved somewhat by the completion of the new Carteret School on Grove Street. There are still two part-time classes, but we are planning to give every child full sessions in the fall. Although working under adverse conditions we cannot but feel that the past year has evidenced satisfactory and gratifying progress. This is due largely to an excellent staff of teachers. Careful attention has been paid to the regular classroom work in all subjects, and the needs of each child and each class have been given special consideration. Children who have been behind in quality of work have been given instruction before and after school and a considerable amount of good has been accomplished by this coaching, which was done by the regular grade teachers assisted by the normal practice students.

The punctuality and attendance of the pupils of the grammar department have been especially good. Tardiness has been kept at a minimum and to properly place the attendance banner it has been necessary to carry the percentage of attendance out several decimal places, so keen has been the rivalry to secure this honor.

Two of the banners awarded the winners of the Public Spelling Contest adorn the walls of the 7A grade and the 6B grade respectively. These prizes have been a welcome source of inspiration.

Included in our organization also was the Special Class for boys. This group of boys, consisting of those who for various reasons have become misplaced in the regular routine of school life, have made remarkable progress in both academic and hand

work under the sympathetic and careful guidance of an able teacher. Arrangements were made to continue the garden work as in previous years, and the boys displayed much interest in the work.

The song practice still remains a feature of our work and the assembly singing has been a source of pleasure to all. The school orchestra is gradually growing and the encouragement given by the Supervisor of Music has been well received. It is a great benefit to pupils to be able to play in an orchestra attached to their school, as it affords an opportunity for practice and promotes a taste for good music. Through the courtesy of one of our local dealers we enjoyed listening to a victrola demonstration, at which a brief explanation followed each selection rendered. The purchase of one of these instruments would enable us to do more work of this kind.

The school library has been increased by the addition of numerous pedagogical books and magazines for teachers' use and about two score of books for pupils' use. The teachers' magazines have been read with profit. Current Events has been used to advantage by the pupils of the upper grades.

Without a word about the medical inspectors this report would be incomplete. The hearty co-operation of the Health Department of the town with this phase of the school work enabled us to stamp out an epidemic of measles which seriously threatened us early in the year. Deep inroads were made upon our attendance, especially in the primary department. Suspected cases of all kinds were singled out and referred to the Medical Inspector, who gave them his immediate attention.

As in previous years, appropriate programs as prescribed by law were given for the various holidays. These were usually well attended by the parents who came in time to see some regular classroom work.

Considering that the physical development of our pupils is important and should be encouraged, we have as heretofore manifested much interest in athletics. Teamwork, fairness of play, self-control, and the co-ordination of brain and muscle all tend to develop character, which is one of the aims of education. Teams

in basketball and baseball enjoyed remarkable success. Several class games were arranged and played. A great amount of interest and enthusiasm was in evidence at all times.

In some of the larger municipalities a Public School Field Day is held for both boys and girls. I would like to recommend to your attention the advisability of holding such a day.

In closing, I wish to record my appreciation for the hearty support and valuable suggestions given by you, the various supervisors, and the members of the Board of Education.

Respectfully yours,

JOSEPH C. WILSON,

Principal, School No. 2, Berkeley.

BROOKSIDE SCHOOL.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: A report of the Brookside School for the school year 1915-1916 is herewith respectfully submitted.

Our enrollment at the present time is six hundred and sixty-five. This is an increase over that of last year. For the past three years we have not been able to accommodate all of our pupils at the same time. This year we have had four half-day classes. Half-day classes are always undesirable, but in our district, where we have a large foreign population, particularly so, because most of our little people need the school's influence for the entire school day. Also, the child of the half-day class has but little more than half the opportunity for work that the child attending all-day classes has. It is to be hoped that we may have increased accommodations in the near future.

A number of our parents do not realize the necessity of regular attendance at school. During the autumn and spring terms, because of our nearness to two golf courses, we have too many cases of truancy. Not only do the boys remain from school without their parents' consent, but often parents allow their boys to go to the golf links during school hours. Where parents keep their children in school regularly there are fewer retarded and

discouraged pupils. I am sure these conditions will not exist another year, because of our Board of Education having recently secured the services of a truant officer who will give his entire time to the work of persuading and compelling thoughtless parents to keep their children regularly in school.

Notwithstanding frequent trancies in a few cases, our attendance, particularly in the grammar department, has been good. We have had but few cases of contagious diseases. I am sorry to say that during the winter term we lost by death a dear little boy, Alfred Birch, from our kindergarten department.

During the second half of the year, in co-operation with the medical inspector, we have through the kindness of the League of Friendly Service, had the assistance of a nurse. This is helpful in our locality, where many mothers are wage-earners and have but little time to properly look after the health of their children. Because of the time the nurse can devote to the work she can lead the parents to understand the importance of the immediate carrying out of the medical inspector's advice.

We have no school gardens, but our pupils are very much interested in their home gardens. This year the children have purchased through the school a thousand packages of garden seeds. We are indebted to the Town Improvement Association and to the Hon. Edward W. Gray, Member of Congress, for seeds sent to the children.

About fourteen hundred loans of our library books have been made to the children during the year. Thirty-six new books have been added to the children's library and ten to the teachers' library. Our pedagogical library books are most helpful and inspiring. The children are always anxious to receive the weekly copies of the little newspaper, "Current Events."

Beginning with the school year 1914-1915, we have been promoting pupils twice a year. This is the first year that we could see the results of this system. The results are most satisfactory. The grading is more even, a larger number are more alert and feel more constantly the necessity of daily attention to school business. Because of our exceptionally strong teaching staff, together with the influence of the semi-annual promotions, the spirit

of the school has been excellent. Because of the good spirit manifested by both teachers and pupils we have been able to get a little nearer our ideal standards of excellency in our general school work. The children have been stimulated to greater effort, and, therefore, have accomplished better work because of the monthly spelling and mental arithmetic contests inaugurated. During the coming year we hope to be able to carry out some plans we have for greater improvement in the subjects of reading, geography and history.

Because of our crowded condition we have been obliged to use our sewing room for a classroom. This pushes our sewing classes into the assembly room. When the eighth grade had to remain with us because of the rebuilding of the Park School we were obliged to conduct two classes at the same time in the assembly on sewing days. This is objectionable but will be unnecessary when we have better accommodations.

Our retarded class has done most excellent work during the year. The manual work has been varied and profitable. The pupils have obtained considerable skill in the making of brushes and the caning of chairs. The girls of our retarded class are younger mentally and physically than those of last year's class, and, therefore, while they have done good work in the cooking class they have not maintained the standard of the previous classes. The academic work of this class has been of a superior grade for children of this type.

The helpfulness and sympathy of the Board of Education, of yourself, of the parents, and of the supervising staff, together with the energy, faithfulness and loyal co-operation of the teachers, have been the great factors which have brought about the measure of success that we have attained during the year just closed.

Very respectfully yours,

L. ARVILLA MARTIN,

Principal School No. 3, Brookside.

CENTER SCHOOL.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: At the beginning of this report, I wish to pay tribute to the splendid spirit of enthusiasm in work, earnest endeavor and co-operation on the part of teachers which has characterized the year.

If this spirit had not been present, it would have been impossible to accomplish what we have with the crowded conditions caused by taking care of a class from Park School during its reconstruction. We have had two classes in the assembly room, parts of days when special teachers were here, and only through this spirit of co-operation and determination to make the best of the situation have we been able to carry our work on successfully.

There has been excellent work done in every department. In some cases decided gains have been made. For instance, the reading done by the pupils in the lower grades is better than it ever has been before. There has been animation in expression and enjoyment of the story.

Considerable interest was aroused in oral spelling by the fact that public contests were to be held. In the contest Grades 6 A and 7 B won the banners for their respective classes.

In the one hundred word test given in March, which consisted of common words often misspelled, Grade 7 A had the highest per cent., 98. The average for all grades taking it was 94 per cent.

A great effort has been made to get our pupils to be accurate in the fundamental processes in arithmetic. We find the drill cards in use an efficient aid, and while we admit that our pupils are still far from being as accurate as we wish them to be, we feel that they are more accurate than in the past. Particularly faithful and earnest work in arithmetic has been done in the higher grades.

The quality of the sewing in the various grades has improved. The sewing and manual training periods are looked forward to with pleasure and provide valuable training in perseverance, patience, and exactness.

A new plan has been tried in arranging for exercises on Columbus Day, Thanksgiving, etc. The members of one class, or perhaps two, have prepared the program and extended special invitations to their parents, thus giving an opportunity for parents and teachers to meet.

We endeavor to apply the principle, that the way in which a subject is taught is as important as the subject matter itself, and we make character building our first consideration. We should be glad to have every child present every day. It seems to me that some parents allow their children to be absent for trivial causes. On the other hand, we cannot too highly commend the regularity with which some parents send their children. They seem to realize the fact that something is lost during every absence. The following statistics may make the point clearer. They show the highest per cent. for the school month by month:

Highest percentage of attendance per class.	Percentage of attendance for entire school.
September, 6 A.....	99
October, 7 A.....	94
November, 5 A.....	99
December, 8 B.....	93
December, 3 B and 2 A....	88
January, 3 B and 2 A.....	88
February, 7 A and 7 B....	97
March, 4 B.....	91
April, 3 B and 2 A.....	92
May, 8 B.....	88
June, 8 B.....	97
	91
	96

There were six out of every hundred absent during the month of highest per cent. of attendance and twelve in the month of least attendance. The school was equipped and in working order, teachers had lessons planned and work laid out and it cost just as much to care for those who were present as it would have if all had been present. So these absences increase the cost per child beside retarding its education.

The truant officer has done his part. It is not that the children play truant, but that they are allowed to remain at home for trivial reasons and it seems to me poor preparation for the responsibilities of later life to pay such slight attention to the duty of attending school in childhood. If the parents could realize the

loss sustained by their children by absence, I am sure the children would attend school more regularly.

It has been our custom to order for the children one-cent packets of seed which they plant at home. They appear to be quite interested in their plants and gardens. This spring they ordered twelve dollars' worth of seeds.

The "Retarded Class," formed of pupils from different schools in Bloomfield, is an interesting and important feature. In this class we try to teach the girls and boys enough of useful, practical handwork to enable them to help care for themselves after they shall have left school, yet not neglecting the reading, writing, and arithmetic. Chair-caning, brush-making, and brass-piercing are favorite forms of manual work. The chair-caning is on a business foundation, part of the money received for each chair being paid to the boy who caned it. The girls have many lessons in sewing and some are able to make simple garments for themselves. Sometimes the boys are dismissed early so that the teacher may give her whole time to teaching simple cooking and baking to the girls. At other times it is the boys who stay to cook and bake.

The Medical Inspector has made his visits regularly, examined the children, and guarded carefully against the spread of disease. We have had no epidemic during the year and few cases of serious illness.

In closing, I wish to express my appreciation of your kind assistance and hearty co-operation.

Yours respectfully,

ELIZABETH OTIS,

Principal School No. 4, Center.

BROOKDALE SCHOOL.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: For the past three or four years the pupils of the Brookdale School have been greatly interested in studying agri-

culture, and a report on some of last year's work along this line follows:

The experiments in tomato-raising as planned by my predecessor last year proved that the seed last year raised by the farmers of the vicinity is superior to the commercial seed.

Mr. Sempier, the janitor of the school, had charge of the school garden during the summer months. It was through his efforts that the following records showing the different yields from different selections of seed were made:

Date:	Commercial Seed.		Jacobs' Home Seed.		Van Dessel's Home Seed.		Messmer's Home Seed.		Aug's Home Seed.	
	lb.	oz.	lb.	oz.	lb.	oz.	lb.	oz.	lb.	oz.
Aug. 27	0	0	0	10	0	0	0	11	0	0
Sept. 6	0	4	1	4	0	0	1	4	1	6
Sept. 8	1	4	0	4	1	4	2	2	2	8
Sept. 9	0	0	1	0	2	0	6	12	6	12
Sept. 10	0	0	2	12	3	4	5	0	2	12
Sept. 13	3	0	6	0	6	0	3	0	17	0
Sept. 15	1	12	5	8	6	8	6	8	12	0
Sept. 17	1	4	7	0	10	0	10	0	29	0
Sept. 20	9	8	24	8	12	0	17	0	30	0
Sept. 23	8	0	11	..	10	..	20	..	27	..
Sept. 25	8	0	16	..	15	..	24	..	35	..
Sept. 28	7	0	14	..	16	..	18	..	37	..
Oct. 2	6	0	12	..	11	..	21	..	33	..
Total	46	0	101	4	93	0	135	5	233	15

The foregoing record is not entirely complete, due to early frosts destroying a large amount of the unripe fruit.

Mr. De Baun, the State Specialist in Market Gardening, heartily consented to supervise the home gardens and carry out the fertilizer tests on the school garden during the summer vacation. He reports as follows:

"The school garden work conducted at the school last year was very interesting to the children and attracted the attention of the parents of the community.

"Early in the spring more than forty varieties of radishes were planted, so that the different forms of growth might be studied. This was very interesting, especially to the young market gardeners, who were working with their fathers at home.

"The people in the Brookdale section said that they could not

grow potatoes successfully. After the soil had been carefully examined by a representative of the State Agricultural Experiment Station, the American Giant variety was recommended for trial to be compared with Irish Cobblers and the Green Mountain varieties. At digging time the American Giant variety produced 50 per cent. more than either of the other varieties.

"Believing that the greatest good could be obtained from the work by planting crops that were of economical importance in the community, a variety test of cabbage was arranged. Of ten varieties tried out, the Copenhagen Market proved to be the very best. The Chinese celery cabbage or pe-tsai, did not do well because the flea beetles practically destroyed it.

"Probably the greatest interest was manifested in the tomato crop. Some of the best tomato-growers of the district were asked for samples of their own stock of tomato seed. Plants were grown from four of these lots of seed in the College Farm greenhouses at New Brunswick. At the same time a small quantity of Stone tomato seed purchased from a reliable seedman was planted beside them.

"Two rows were set in the school garden at Brookdale on June 20th of each of the five varieties. When picking season came, a careful record was kept of the production from each of the five strains of seed. After the picking season was over it was found that the sample of seed sent by Mr. Aug had produced the heaviest crop. Mr. Mesmer's was next, closely followed by the samples from Mr. Jacobs and Mr. Van Dessel. The seedman seed produced the poorest crop. Thus the children had a very impressive object-lesson showing them the value of selecting and saving their own seed for most profitable crops.

"A fertilizer test was also run in this tomato patch, crosswise of the variety test. Nitrate of soda was applied to four rows, Blood to four rows, five rows received nothing, the next four rows received Acid Phosphate, and the last four rows received Muriate of Potash. The Nitrate of Soda acted quickly, giving a large vine, but the ripening of the fruit was much delayed. The foliage was also very rank where the Blood was applied, but the effect of this material lasted much longer. These fertilizer materials are

high in nitrogen, so the children were taught that nitrogen produced heavy foliage but delayed the maturity of fruit. Where no fertilizer was applied, the vines were small with only a fair set of fruit upon them. The Acid Phosphate containing phosphoric acid seemed to hasten maturity and to cause a heavy set of fruit. The potash in the Muriate of Potash had a similar effect in hastening maturity and developing fruit. Thus the children could see the direct effect of the various fertilizing elements."

Early last fall it was decided that the products of the farms where the children and parents work together might be put on exhibition. It was gratifying to see the interest taken in this exhibit by the parents. It gave those who attended the exhibition a unique opportunity to see the high grade and variety of garden vegetables raised in the Brookdale section.

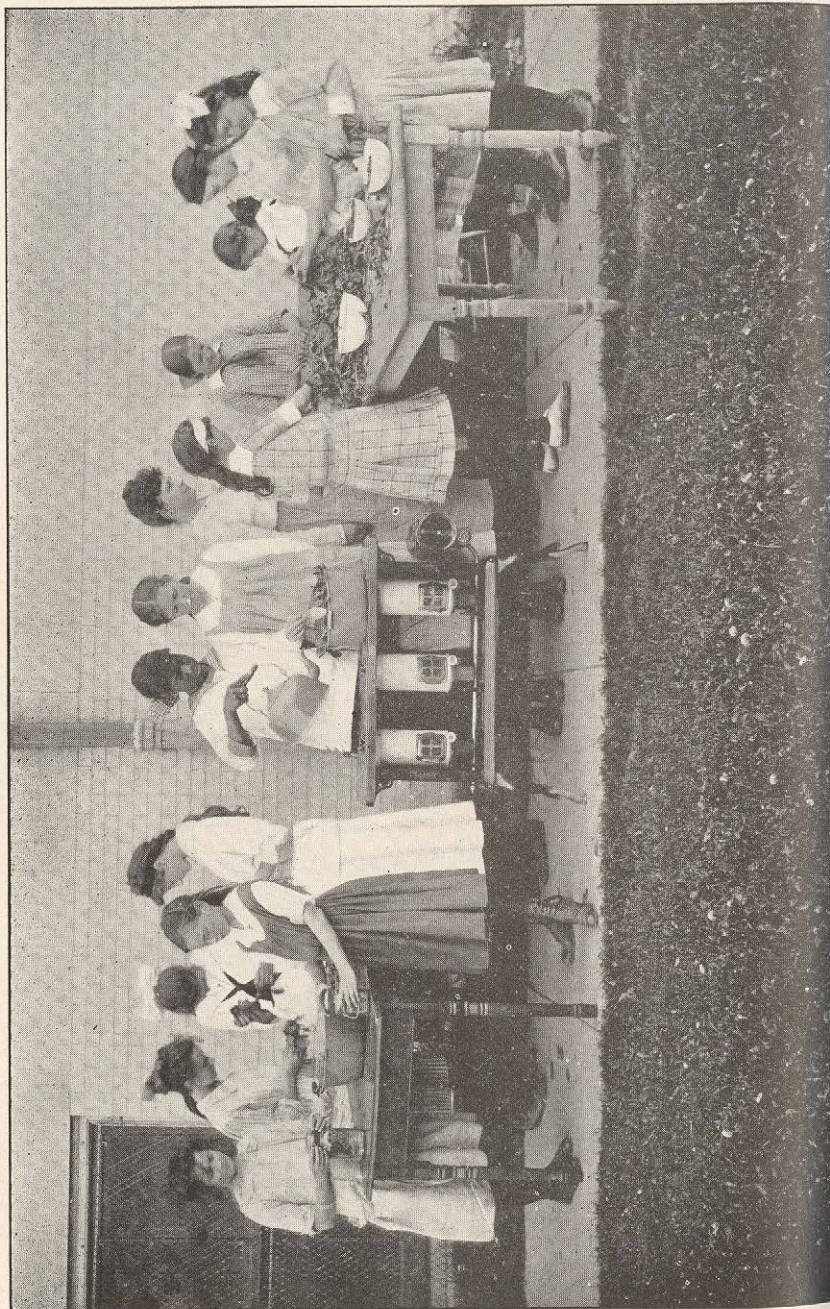
It is very encouraging to all those connected with the agricultural work of Brookdale to have so many Bloomfield citizens show their interest in the work, by offering liberal prizes to the boys and girls. Without question, it arouses a friendly competitive spirit among the pupils.

For whatever success the exhibition attained, the honors have to be divided; a large part should go to the pupils for raising and preparing the vegetables and flowers, much to the teachers and supervisors for the interest they showed in arranging them, and not a little to the parents for their willing response to all requests.

Since about 60 per cent. of the pupils of the school are not living on farms, but have enough room for home gardens, it was decided to grow a large variety of garden vegetables on the school garden this year, and to can as many of these as possible, thereby giving the pupils an opportunity not only to learn about the growing of vegetables, but also the preserving of the surplus garden crop until needed.

The cabbage and tomatoes were marketed by Mr. Brokaw and the garden was plowed and harrowed by Mr. Aug. Both these men have shown a great interest in the school garden.

Although the work in agriculture attracted a great deal of attention, it must be remembered that it is not the only work done. We correlate this work with spelling, composition, arithmetic, and



BROOKDALE SCHOOL—CANNING SPINACH RAISED IN SCHOOL GARDEN

geography, and thus the regular work of the school is not in any way neglected but rather supplemented by it. Evidence of this was shown in the inter-school spelling match held in the High School during the winter. Out of the three grades representing Brookdale, two of the grades, 6 B and 7 B, came out second in rank.

Respectfully submitted,

E. A. BUFFINGTON,

Principal School No. 5, Brookdale.

CARTERET SCHOOL.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: The school in this section of our city was started in the fall of 1905, to relieve the crowded condition of the Berkeley School. It opened with a corps of two teachers and with an enrollment of fifty-two pupils. It consisted of a Kindergarten and the first four grades.

The enrollment gradually increased, until, at the end of last year, June, 1915, there were one hundred and forty-five pupils on roll and a corps of five teachers.

Ground was broken in the fall of 1914 for a new building on Grove Street.

We left in June, 1915, with the expectation of going into the new building in September, with eight rooms at our disposal.

A short time before school opened we were notified that the building would not be completed, and temporary arrangements were made for us. Grades 5 A, 5 B, 4 A, 4 B, and 3 A were taken in at Berkeley. The other grades went back to the rented quarters.

Toward the latter part of October the new building was near enough to completion for occupancy and we moved in during the first week in November.

Up to this time our district had only included the Bloomfield

section of Silver Lake, but with the opening of the new building it was extended to Arlington and Watsëssing Avenues.

At the end of the first half year we decided that it would be of great advantage to group our classes thus: 5 A and 5 B, 4 A and 4 B, etc. We found this arrangement very satisfactory.

There are a few things I would like to suggest.

We ought to have lectures for the adults—lectures that should be educative in many ways. This would entail very little expense. As I understand it, many people would be glad to give their time if it were desired. The lecturers should understand the many needs of our people and should be able to speak to them in their own tongue.

Our attendance is not what it should be. A child cannot come to school without shoes or the necessary amount of clothing. Some of our pupils need both. I would like to ask the people of Bloomfield to send us all the clothing, new or old, they can.

Two years ago, the grading was very far below the standard. We have put forth an extra effort since then, especially this last year, to bring the grading up to the standard. On the whole, I think we have succeeded well and I think you will find it nearly on a par with the other schools of the system.

To secure good English is our greatest trouble. The reason for this can clearly be seen. It is because about 80 per cent. of our pupils are foreign-born or of foreign-born parents. However, we are gradually improving conditions by increasing our Oral and Written Composition work.

It would help us a great deal if we could have a Reading Room for our pupils—a room in which they might read and study. Many of them lack these facilities at home. Given a few folding tables, in a twinkling our Kindergarten room could be changed into a Reading room. We would be thankful for any old magazines, such as St. Nicholas, Youth's Companion, etc., that people might be kind enough to donate.

I wish to thank my teachers for their untiring efforts and co-operative spirit.

Respectfully submitted,

J. R. FLOYD,

Principal School No. 6, Carteret.

FAIRVIEW SCHOOL.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: I herewith submit my annual report as Principal of the Fairview School.

At the beginning of the school year we had an unusually large enrollment, partly due to the fact that the eighth grade was with us again, to remain until the Park School was completed, making an increase of thirty-six students over the enrollment for September of last year, and again in February with a larger eighth grade and more pupils for the kindergarten, there was an increase of forty-four over that of the preceding February. With only fourteen classrooms and seventeen teachers it has been necessary to place desks in the assembly hall for the accommodation of the eighth-grade pupils and have the four kindergarten classes on half-time, the former condition being necessary four years ago for a few months, while the latter has existed during the past four years. With all that the teachers have done to offset these disadvantages, I feel that the odds are too great and that a larger building is needed for the growing number of pupils due to the influx of people, in order that the pupils may be given their due and that they may make usual progress under proper and natural conditions. On account of the half-time classes, many days have been lost by the kindergarten pupils, the number of days being almost one-half of the total days' absence or equal to the number lost by all the other grades.

We have had practically no contagious disease to interfere with attendance, and tardy pupils have been few, the number being as low as five for the months of February and April. There are seventy-six pupils who have been neither absent nor tardy during the year.

The different entertainments held through the year were well attended by parents and afforded them an opportunity to visit the classrooms and confer with the teachers as to progress made by their children. Such interviews are most helpful to all concerned and are a means of bringing the pupils up to a higher standard of work. Visits from parents are always welcome, and

I think if more felt the need of closer contact with school activities and by their presence should show their interest in school work, we might attain even better results.

We have been entertained by both the Victrola and by the Edison phonograph. The children showed great interest and expressed their appreciation of good music. The many different things they could learn from the records would be of much value and I feel that it would be wise to install one of the above-mentioned machines.

Many new books have been added to the school library, making a total of about five hundred volumes. The pupils are eager to use these books. For the sixth and seventh grades the books have been placed in one room where all these pupils may go and select the book they wish, thus giving a larger opportunity for selection. Under the supervision of the teacher, librarians keep a record of books taken out, in a businesslike manner.

The teachers' library has been much improved by the addition of a number of new books which have been in great demand by the teachers. The books are very helpful to all of us as well as the periodicals. "Current Events" is a source of much information and is greatly enjoyed both by teachers and pupils.

With the aid of a corps of teachers, who are ever faithful and who are thoroughly awake to their responsibilities and the tasks before them, I feel that excellent results have been accomplished—results which can be accomplished only by hearty co-operation of parents, teachers and pupils.

Your hearty support and valuable assistance has been greatly appreciated.

Very respectfully yours,

FRED S. BUSH,

Principal School No. 7, Fairview.

WATSESSING SCHOOL.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: This is not history but a rough sketch with its lights and shadows.

One is carried back in thought, however, to "ye olden times." The old school bell that now hangs in the Park School is a link that binds our new school with the past. It might tell us much that is interesting about Bloomfield, perhaps recalling the picturesque features of this valley where splendid trees were always the dominating object and in whose shade children loved to play, or of the school 15 feet by 25 feet in size, poorly heated and furnished with low benches where the young seekers after knowledge baked on one side while they froze on the other. All this and more too it might tell but we must leave these things in the dim distance, for our retrospective glance need take us backwards but a few years.

Beautiful for situation, fair to look upon, located in a valley bounded by yonder sturdy mountains and the Watsessing Park; this is the school of our picture—Watsessing No. 8. So wisely did the founders of this school build that time has only justified their judgment and the school to-day is merely the outgrowth of this early educational impulse on the part of the good people of Bloomfield.

One morning in January, 1900, groups of happy children stood together talking, for the returning of the bright skies had brought to them good cheer. True it is, there were great overhanging clouds here and there, but the indications were for real January weather, and that meant a clear day for the opening of the new school. Journeying leisurely onward they soon reached their goal which had beckoned them with such great promises. Fair as the building was to look upon, fairer by far to them was the playground by its side. Yes, it is easy to understand why these children tarried within the school that day and had little inclination to drift back into the world outside. For here was found much to their liking in all the appliances that modern teaching demands for its best work and in the flood of light streaming through the large windows. Here were also all the requisites for the convenience, health and happiness of the pupils. The atmosphere of the entire building was bracing, invigorating, stimulating and inspiring.

One wonders just what they said. The event tells us how the

school consisted of a kindergarten and grades 1 to 5 inclusive, and how in 1902 manual training was introduced. What is more noteworthy is the fact that in 1903 was established a complete grammar school preparing for High School. From this time on the growth of the school was so rapid that in 1906 the building was found to be entirely inadequate and an appropriation was secured and plans matured for an addition to this branch of our town's educational tree.

In the midst of all this activity, a school orchestra was formed in 1907, while in 1908 a manual training shop was established. Medical inspection was introduced in 1909 and in 1911 a new system of penmanship was adopted. Next in order of time came the school parade forming a part of the Centennial Celebration in 1912 of the founding of the town of Bloomfield. The following year marks the transferring of all eighth-grade pupils in the town to the Park School. Again in 1915 the school entered upon another period of its development in the semi-annual promotion. And so the years passed on.

It would be too long a story to tell of the every-day life of the school. A glance at the records reveals that it has always striven to be an interesting workshop, as well as a friend and helper. Every child had an equal chance to learn the rules of arithmetic, to speak the English language properly, to spell correctly, to read intelligently, to write neatly, to be obedient, to know himself and to respect the rights of others.

Patriotic exercises were held upon all special days in order to stimulate patriotic thoughts and sentiments in the minds of the young, thus inculcating a love for country and an admiration for good citizenship.

But what of the teachers of all these years? They who have given and now give the best service of their lives. It is not hard to picture those whose faithfulness and loyalty have been a potent factor in making the school's work a success.

Be not unmindful of the people of this school district, yea, you must know them, they who have always taken a deep interest in all school matters and thus bound the school and home to-

gether and secured that mutual helpfulness upon which the happiness and success of the school depends.

The school continues to grow in numbers and influence. The outlook is bright and promising. Here will come youth and maiden to tarry awhile—to go again. We are proud to think of them—our boys and girls of to-day and those who have passed out into the world of struggle and opportunity, and who in turn look to us with grateful and happy memories.

For reasons that touch our hearts, we have presumed to offer this sketch as a tribute—

To the founders of this school.

To the men and women who have labored with us.

To all those who have dwelt among us.

We also register an earnest wish that the principles, virtues and public usefulness of this school will continue in years to come as they have done in the years that have gone by.

Respectfully submitted,

ANNA STANTON AGNEW,

Principal School No. 8, Watsessing.

PARK SCHOOL.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: I respectfully submit herewith my annual report of the Park School for the year 1915-1916.

Inasmuch as the Park School building has been undergoing enlargement and remodelling during the past year and its early completion delayed, this report cannot be as extensive as might have been the case had the building been completed and the eighth grades assembled therein. Nevertheless, progress in various directions has been made.

History was completed in the 7 A grade and Geography in the 8 B grade during the past year, thereby removing two subjects from the 8 A grade. This arrangement has relieved the over-

crowding of subjects in this grade and affords more time to devote to Arithmetic, Reading, Penmanship and study periods.

The subjects of Algebra, Latin, German and Bookkeeping were moved forward from the 8 B grade to begin on the 8 A grade and two consecutive periods per week given each subject instead of one period per week through the entire year as heretofore. This change, made necessary by the unfinished condition of the Park School, brought about more intensive work on the part of both pupil and teacher.

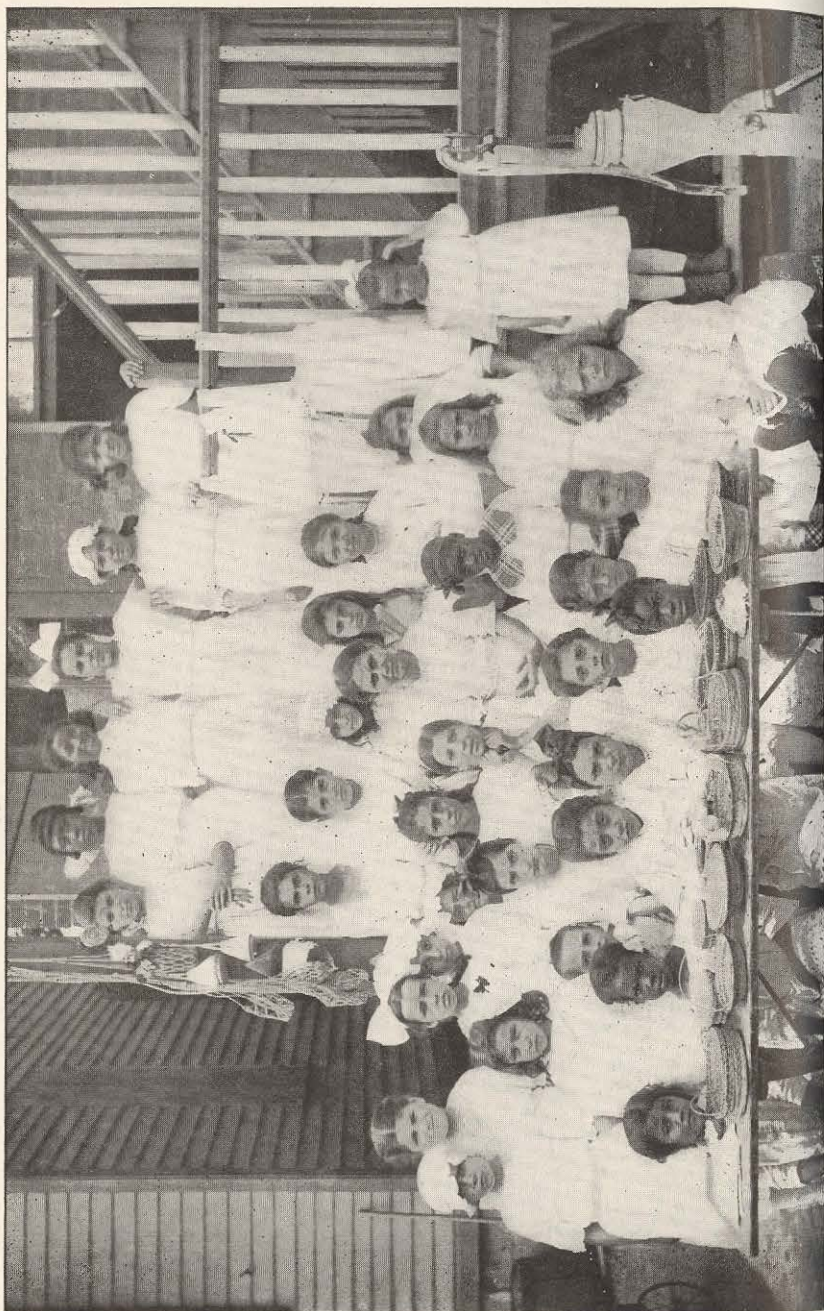
In the vocational course the subject matter as well as the instruction have been more definitely adapted to meet entirely the needs of pupils pursuing this course, by treating the subjects from a commercial standpoint. The pupils are made familiar with business forms and papers in addition to articulating more closely with the High School commercial course.

On looking back over the year's work there is much to be thankful for. The school has been singularly free from epidemics and contagious diseases, due, it is believed, to our efficient medical inspection staff and to the good care and advice given the pupils by their parents and by their teachers.

In the coming year such school activities as the literary society, athletics, orchestra, glee club, spelling contests, etc., will be resumed and the library reopened. It is believed these various organizations are important factors with which to inculcate, in a practical way, respect for law and order and at the same time to develop in the pupils the ability to organize and carry on various school activities.

In conclusion, I wish to say there has been a remarkable spirit of helpfulness and good fellowship among the teachers. The pupils have shown loyalty to the school and a willingness to be taught and all have worked together harmoniously and pleasantly. The parents have co-operated with the teachers, thus creating greater interest in the work.

Whatever desirable results we have accomplished are due largely to the hearty co-operation given us by our Superintendent, the supervisors, the principals of the several schools and the Board of Education. We have found them ever ready to aid us



SUMMER SCHOOL—SEWING AND BASKETRY

in effecting changes which were clearly for the betterment and welfare of the school.

Respectfully submitted,

CHARLES F. OTTO,
Principal School No. 9, Park.

THE SUMMER SCHOOL.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: I wish to submit the following as my report of the 1915 session of the Silver Lake Summer School:

School opened July 6th with an unexpected large increase over last year's enrollment and we were forced to ask for another teacher to take care of the pupils. The pupils ranged from four to seventeen years of age and were located in the kindergarten and grades 1 to 7 A inclusive.

Our total enrollment was 124, or 46 more than last year, and our total attendance was 2,300 days, this being nearly double the total attendance of last year. The actual percentage of daily attendance was 77.

The academic work in the grades showed good results. The teachers worked earnestly to better the grading of the school. We made a special effort to improve the English of the pupils and to bring up to grade those who were deficient in one or more subjects. We were handicapped by having too many grades in one classroom.

Report of Kindergarten Teacher: "As the pupils were full of their Fourth of July experiences we started out with 'Patriotism' as our main thought. This thought we carried out in our morning talk, songs, games, occupation, and gift work. The second week we began to talk of the farmer. I brought some vegetables to the kindergarten which many of the children knew only by their Italian names. We tried to learn the English names. From the thought of the farmer we passed in the third and

fourth weeks to the thought of summer aspects, birds, butterflies, trees, etc."

Report of Sewing Teacher: "The sewing class made twenty-six dresses, eighteen aprons, six dusting caps and eleven handkerchiefs."

Report on Raffia Work: "A new feature taught at the Summer School was that of basketry. A deep interest was shown by all the girls in this work. The simple raffia braid was first taken up. Many pretty baskets and hats for dolls were made. Second, the knotted raffia work was taught. Vase and cord ball holders were made. Several of the girls made hammocks for their dolls from raffia and cord. Then came the sewed baskets. Many original ideas were shown in this work. At the close of Summer School thirty-five articles were displayed which included seven varieties."

Report of Shop Work: "Each boy did two or more of the following articles: wagons, tables, benches, small shelves, clothes-hangers, small racks for clothes, toy boats or bird houses."

A keen interest was taken in this work, and the results as a whole were quite satisfactory.

Very truly yours,

JAMES R. FLOYD,

Principal of Summer School.

THE EVENING SCHOOL.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: I wish to submit the following report of the Evening School for the year 1915-1916.

A large number of former night school pupils and many former High School pupils were registered with us this year. Our records are kept in such a manner and the co-operation of the teachers is such that we have been able to give advanced work to all who were ready to take it and thus avoid the repetition which is likely to kill interest.

As an example of the progress it is possible to make we cite the case of a student who has during the past seven years completed inorganic chemistry, qualitative analysis, quantitative analysis, and has, during the past year, been able to take up work in organic chemistry.

The registration of 496 was larger than that of any previous year; 17 of those registered were from East Orange and 42 were from Glen Ridge. The attendance was excellent until after the holidays. Then, due to abnormal conditions outside of Bloomfield, many mills in our section began to work overtime. As a result our attendance was somewhat decreased.

There is being developed a spirit of friendliness and cordiality between the employer and the school authorities. Some of the pupils during the past year received their positions under the condition that they attend night school regularly.

In the business department the work is much the same as that done in the day school. The knowledge acquired by the individual is such that it helps him largely in his routine duties of the day. Several evening school pupils have been placed in positions of trust as a result of the ability developed in the evening school.

On visiting the workshops one was impressed with the number of useful articles that were made. The aim has been to develop good taste in designing, a pleasing finish on all articles and a skill in tool operation. Before the articles were constructed, the different kinds of wood were studied and a sketch was required of each proposed piece. The student was advised as to proportions of the article he proposed to construct as well as the value and properties of the various kinds of wood.

Besides doing the required work of a beginning mechanical drawing class, enough of the former students were present to do advanced and practical work. For example, working drawings of such things as a machinist vise, a large shaft hanger, steam valves, radiator valves and a bench grinder were made.

The work in the sewing class was carried on with a view to preparing the young ladies, who took the same, to do the plain sewing at home.

The aim in the science courses was to give practical work, but

enough of the theoretical was injected to provoke thought and to make the students more than mere machines in getting results.

The work of the two English and arithmetic classes extended from the fifth grade to the tenth grade. One man covered the work in civil service arithmetic. A great deal of stress was laid upon practical arithmetic and on the ability to read and write accurately simple English.

In the foreign department the students were kept carefully classified by exercising great care in getting them placed in the classes for which they were best fitted. This put the classes on an excellent working basis and excellent results were obtained. The registration in these classes was larger by ten than that of last year. The Bureau of Immigration at Washington, D. C., co-operated with us by sending to the school the names of all immigrants who expected to make their homes in our town. Along with teaching these foreigners the English language we have tried to develop a true appreciation of the duties and privileges of American citizenship. All papers pertaining to naturalization of foreigners were explained and were studied by all students who had sufficient foundation in the English language to understand them.

Two new classes were added to our night school this year. When the registration cards were classified it was found necessary to organize a class in Spanish and a woman's class in gymnastics.

Interest and enthusiasm were shown in each. The gymnasium class was in session but two nights each week. The exercises and drills were beneficial, we believe, to the health of the members.

The past year has been one in which the spirit shown by the pupils was such that we were able to accomplish a large amount of work in a decidedly satisfactory manner.

Respectfully submitted,

ORTON R. SMILEY, *Principal.*

MEDICAL INSPECTOR'S REPORT.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: Remembering that the greatest danger for the public schools comes always from contagious diseases we aimed during the year 1915-1916 first of all at keeping all such contagious diseases out of the schools. Our efforts in this direction proved so successful that we practically had no epidemics during the school year 1915-1916.

In the Brookdale section there arose late in the year (about April) a small epidemic of measles affecting about 52 pupils, but the disease itself appeared so mildly that none of the sick pupils suffered any complications and all could return to school as soon as the time required by the quarantine had elapsed. Outside of this little epidemic the health condition in our Brookdale School was indeed an excellent one.

With the same satisfaction we can look on the events of the year in connection with the Brookside School. We had for some time a small epidemic of chicken pox, but the number of cases did not exceed 36, and was suppressed in no time. Diphtheria, which has appeared every year for some time past, was satisfied this year with only 10 cases, scarlet fever with 5, and whooping cough with 3. So we had to exclude only 56 pupils by reason of contagious diseases.

From the pupils referred for enlarged tonsils or glands a great part, I am pleased to say, showed a remarkable improvement. The largest part of pupils referred for treatment consisted of children with defective teeth. It is exceedingly hard to convince the parents of the necessity for an early treatment. There are still too many parents who do not realize the importance of good teeth for good health. They wait too long before giving the child the necessary treatment and a vital part of the tooth is gone.

Many of these children, more than 50 per cent., referred to parents for defective teeth were children with primary teeth. In all these cases I was more lenient, leaving the elimination of de-

cayed teeth and reparation to nature itself, giving only advice how to keep teeth and mouth clean and germ-free.

The same policy I observed toward the enlarged tonsils, for which I also referred a large number of children. Where the tonsils were not so enlarged as to interfere with the breathing or with the mental development of the child I was more conservative.

In lectures I tried to give children an understanding of general hygienic rules, about living, eating, fresh air, clothing, etc., and had in many cases the satisfaction of seeing enlarged tonsils returned to their normal size.

An excellent and very useful innovation was the nurse assigned to us by the League for Friendly Service. She has helped us to discover contagious diseases that otherwise would have been kept in secret and we know that these secret diseases are the greatest for spreading a contagion. To these visits of the nurse I ascribe largely the healthy condition of the year 1915-1916 and the exceptionally low rate of contagious disease.

Many children referred to parents for little ailments like ear-catarrh, conjunctivitis, eczema or uncleanness, required 50 per cent. less time to be cured, since the school nurse visited their homes and convinced their parents of the necessity of medical attention.

By watching the children on one side and by arousing the parental co-operation on the other, I am convinced that this medical school inspection will bear excellent fruits. We will not only strengthen the physical part of the children, but, what is more important, we will highly increase their mental effectiveness.

In the Fairview School the number of contagious diseases did not exceed 13. There were 4 cases of scarlet fever, 3 cases of diphtheria, 5 cases of measles, and 1 case of mumps.

Except the usual number of defective teeth, I did not notice any serious affections. The number of enlarged tonsils or smaller glands was considerably smaller than it was a year ago. Here too the benefits of regular medical inspection were evident.

The pupils of the High School were affected mostly with weakness of vision, a large number of them being fitted with correct and proper glasses. Outside of this, I must state that the

physical condition of the High School pupils was an excellent one.

During the past year I made 236 school visits and examined about 2,080 pupils. Out of this number, 224 were affected with eye troubles, mostly defective vision; 148 were affected with enlarged tonsils; 363 were affected with swollen glands; 686 were affected with defective teeth; only 34 were affected with defects of ears, and 59 were affected with defective nutrition.

Comparing these numbers with the same last year, we will find that there was a remarkable decrease, especially in the number of enlarged tonsils and swollen glands.

The number of defective teeth seems at first to be a very large one, but considering that more than one-half of them are primary teeth, we will find that the rate is not so very high and will, I believe, be lower from year to year. In caring for their teeth and in cleanliness all the pupils showed an excellent improvement over last year.

The task of examining the school pupils for all kinds of physical defects, referring them for further treatment and watching their progress and improvement was many times, I must confess, not an easy one, but every physical defect corrected by our efforts and every sick and weak child turned into a healthy one rewarded us amply for all the pains we took with them.

Respectfully yours,

THAD. PACZKOWSKI, M.D.,

Medical Inspector.

Mr. George Morris, Superintendent of Schools:

DEAR SIR: I have the privilege again to submit to you my report as one of the medical examiners of the schools of Bloomfield.

On the whole there has been quite a marked improvement in the children's conditions, but there is still a fair percentage whose parents have taken no heed of the cards taken home and seem to regard it unnecessary to pay any attention to them. If we had a nurse who could visit each school and work with the medical inspector, better results would be obtained.

There are some children who would be better in a fresh-air school.

I think that if the school doctors gave lectures in the different schools on hygiene, proper food, etc., that no doubt a good many children would improve mentally and physically.

In closing, I wish to mention these figures: Number of pupils examined, 1,870; number of examinations and suspectives, 2,137; Conjunctivitis, 63; Defective Teeth, 681; Adenoids, 93; Enlarged Tonsils, 266; Eczema, 44; Defective Vision, 234; Adenitis, 98; Impaired Hearing, 22; Blepharitis, 45; Strobismus, 28; Nhinitis, 25; Hordeloeum, 25; Otitis Media, 8; Mental Deficiency, 25; Furncolosis, 18; Pediculosis, 25; Epidemic Conjunctivitis, 20; Psorasis, 5; Filth, 10; Anemia, 50; Bronchitis, 12; Debility, 10; Goitre, 5; Impetigo, 9; Nervous System, 6.

Respectfully submitted,

F. G. SHAUL,

Medical Inspector.

DEATH OF MR. WILLIAM A. BALDWIN

Mr. William A. Baldwin having died, after a short illness, May 20th, 1916, the Board of Education of the Town of Bloomfield, N. J., in session Monday, July 3rd, 1916, resolved to place the following minutes on its records:

The Board of Education has heard with deep regret and profound sorrow of the unexpected death of Mr. William A. Baldwin, who served for thirty-two years as a member of the Board of Education, and also served as secretary during those years.

Descending from Puritan stock, Mr. Baldwin, true to the principles of his illustrious father and forefathers, practised what he preached. His work was characterized by singleness of purpose, simplicity of mind and unselfish surrender to the needs of the community.

His highest ambition, however, was the education of the youth as he so beautifully expressed it in his address at the dedication of the new High School building January 13th, 1913, where in closing he said: "Let us not forget the sacrifices of the pioneers of High School education. Let us rather emulate their example and dedicate ourselves to the cause of a high school education for all who wish to attain it.

"With equal courage, self-sacrifice and devotion let us carry forward their work, enlarging the opportunities for obtaining the higher instruction, broadening the course of study and securing such efficiency in the teaching force as shall assure to every boy and girl with ability to learn, the chance of securing a good education, to raise himself to the level of his fellows and become an intelligent, loyal and patriotic citizen of his Town, State, and Nation."

Being always a practical, wise and careful adviser, after his retirement from the Board in January, 1913, his counsel was sought and gladly received by this Board.

BENJAMIN HASKELL,

CHARLES T. HOCK,

Committee

SCHOOL ENROLLMENTS

DAY SCHOOLS.

NET ENROLLMENTS 1915-1916.

No. 1. High School	437
No. 2. Berkeley School	657
No. 3. Brookside School	667
No. 4. Center School	487
No. 5. Brookdale School	142
No. 6. Carteret School	236
No. 7. Fairview School	636
No. 8. Watsessing School	576
No. 9. Park School	95

Total 3933

Totals	Totals
1890 1008	1906 2425
1893 1161	1907 2562
1896 1382	1908 2629
1897 1477	1909 2688
1898 1643	1910 2751
1899 1678	1911 2966
1900 1760	1912 3174
1901 1774	1913 3372
1902 1972	1914 3550
1903 2102	1915 3738
1904 2153	1916 3933
1905 2247	

DAYS' ATTENDANCE.

1902 244,000
1903 264,000
1904 288,000
1905 308,000
1906 337,900
1907 350,000
1908 371,000
1909 380,000
1910 392,000
1911 431,000
1912 455,000
1913 489,000
1914 521,000

1915	552,000
1916	579,000

EVENING SCHOOLS.

Net Enrollment 1904-1905.....	211	Total Attendance.....	2,673
Net Enrollment 1905-1906.....	232	Total Attendance.....	4,369
Net Enrollment 1906-1907.....	273	Total Attendance.....	5,076
Net Enrollment 1907-1908.....	268	Total Attendance.....	5,225
Net Enrollment 1908-1909.....	285	Total Attendance.....	7,405
Net Enrollment 1909-1910.....	284	Total Attendance.....	7,671
Net Enrollment 1910-1911.....	309	Total Attendance.....	7,087
Net Enrollment 1911-1912.....	321	Total Attendance.....	6,565
Net Enrollment 1912-1913.....	409	Total Attendance.....	10,436
Net Enrollment 1913-1914.....	461	Total Attendance.....	11,470½
Net Enrollment 1914-1915.....	462	Total Attendance.....	11,829
Net Enrollment 1915-1916.....	496	Total Attendance.....	13,139

FINANCIAL STATEMENT

Bloomfield, N. J., July 1, 1916.

To the Board of Education:

GENTLEMEN: I herewith submit the annual financial statement for the school year ending June 30th, 1916:

RECEIPTS.

Balances, July 1, 1915, as follows:

Current Expenses	\$ 515 35	
Manual Training	4 76	
Library	98 70	
Buildings (Carteret—New)	6,395 02	
	<hr/>	\$ 7,013 83
Received from State, Current Expenses	\$ 87,603 87	
“ “ Town, Current Expenses	68,884 25	
“ “ Town, Repairs to Buildings, etc.	8,954 00	
“ “ Town, Manual Training	5,000 00	
“ “ State, Manual Training—1914-1915..	5,000 00	
“ “ Town, Library	300 00	
“ “ State, Library	90 00	
“ “ Town, Balance for Carteret School..	15,000 00	
“ “ Town, Park School Enlargement ...	25,000 00	
(Amount appropriated for Park School, \$33,000.)		
Loan in anticipation of State Manual Training appropriation, due but not received this year	5,000 00	
Tuition	\$1,153 50	
Interest on Deposits	549 34	
Other Sources	812 76	
	<hr/>	2,515 60
		<hr/>
		223,347 72
		<hr/>
		\$230,361 55

DISBURSEMENTS.

CURRENT EXPENSES.

Teachers' Salaries (Day and Evening)	\$119,898 80
Janitors' Salaries (Day and Evening)	8 610 00
Fuel	11,771 24
Transportation	700 00
Tuition	250 00
Salary Secretary to Supt. & Exp. Supt. Office	973 66
Text Books	2,645 41
Supplies (Day and Evening)	5,903 33
Apparatus	317 28
Janitors' Supplies	712 66
Light and Power	2,372 45
Medical Inspection	754 00

Attendance Officer	321 00
Salary Secretary to Board of Education, Printing Annual Report, Stationery, etc.	805 40
Insurance	1,435 00
Wages of Other Employees	547 85
Lectures	157 40
Telephone Service and Incidental Expenses	474 63
	<hr/>
	\$158,650 11

MANUAL TRAINING.

Teachers' Salaries	\$ 7,849 05
Material and Supplies	2 008 91
Repairs and Replacements	91 25
New Equipment	503 89
Note of 1914-1915 paid	5,000 00
	<hr/>
	15,453 10

SCHOOL LIBRARIES.

Library Books	\$ 478 51
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BUILDINGS.

Repairs, Leasing, Equipment, etc.	\$ 9,348 64
Carteret School (New)	20,733 12
Park School (Enlargement)	25,122 06
	<hr/>
	55,203 82

BALANCES IN HANDS OF CUSTODIAN.

Current Expenses	\$318 40
Manual Training	17 22
School Libraries	10 19
Repairs to Buildings, etc.	40 36
Buildings (New and Enlargement)	189 84
	<hr/>
	576 01
	<hr/>
	\$230,361 55

Respectfully submitted,

EDGAR S. STOVER, *Secretary.*

RULES AND REGULATIONS.

SESSIONS.

Elementary Schools,	9:00 to 12 M.
	1:15 to 3:00 P. M.
Morning Recess 10 minutes.	
Kindergartens,	9:00 to 11:30 A. M.
	1:15 to 2:30 P. M.
High School,	9:00 to 12:10 A. M.
	1:40 to 3:10 P. M.

School doors open at 8:30 A. M. and close at 3:30 P. M. From December 1 to March 30, the buildings are open during the noon hours. At all other times the doors are open from 8 A. M. to 4 P. M., only when the weather is wet or stormy.

The Superintendent of the Schools may order half-day sessions because of weather conditions.

Excuses for absence or tardiness must be signed by the parent or guardian, and state that the absence or tardiness was with the knowledge and approval of the signer or the equivalent. All lessons may be counted zero until made up in a manner satisfactory to the teacher. No lesson may be made up until an excuse has been accepted.

No charitable appeals may be laid before any class.

No person may visit any school or class to see any teacher or pupil upon business of any kind.

The schools are always open to the inspection of the public, and parents and citizens are cordially invited to visit them at any time.

Teachers are present at schools from 8:40 A. M. to 12 M., and from 1 P. M. to 3:30 P. M.

Teachers visit two days each year such schools as they may arrange with their superior officers, and report in writing. In addition, teachers may be absent on account of sickness two days in the year without deduction of compensation. Such sickness is certified in writing to the Superintendent. Cases of teachers absent more than twenty days in one school year and from whose

salary the substitute's pay has been deducted, shall be referred to the Board of Education. Absence without accepted excuse leads to deduction of salary in full. Special cases are referred to the Board.

The compensation of substitutes is \$1.50 per school day in Grades I to VIII, also in the Kindergarten, and \$2.50 in Grades IX to XII. Substitutes who serve five days continuously in the same class may receive \$10.00 per week. Substitutes certify in writing to the Superintendent each day's service at each time.

Principals will report in writing, monthly or oftener, failures of specialists or class teachers to be present upon the time set in these schedules and rules.

The duties of teachers include required attendance at school, grade, special and general meetings, not exceeding five in any one month. The duties of principals and specialists include required attendance at all meetings designated by the school authorities. Teachers and principals visit the pupils' homes in the performance of their educational obligations to circumvent truancy, to quarantine cases of suspected disease, and to consult parents in their children's interests. The results of such visits, when unsatisfactory or otherwise noteworthy, are reported in writing to the proper authorities.

Tuition for non-residents shall be as follows:

High School, \$60 per year.

Grammar Grades, \$40 per year.

Primary Grades, \$20 per year.

FREE PUBLIC SCHOOL COURSE

1915:

- October 15—"City of Mexico," by Mr. Isaac F. Smith.
October 29—"Scotland in Song and Story," by Mr. Lewis W. Armstrong.
November 12—"The Old Southwest," by Mr. Robert G. Weyh, Jr.
December 10—"From the Azores to the Bay of Naples," by Mr. Arthur K. Peck.

1916:

- January 14—"Burma, Java and the Malay States," by Mr. Harry C. Ostrander.
February 18—Impersonation—"Six Scenes from the Merchant of Venice," by Mr. J. E. Golden.
March 3—"Three Thousand Miles Through Labrador," by Mr. Clifford H. Easton.
March 17—"The Safety Movement," by Mr. A. F. Regula.

CALENDAR FOR 1916-1917

FIRST TERM:

Begins Wednesday, September 6, 1916.
Ends Friday, December 22, 1916.

SECOND TERM:

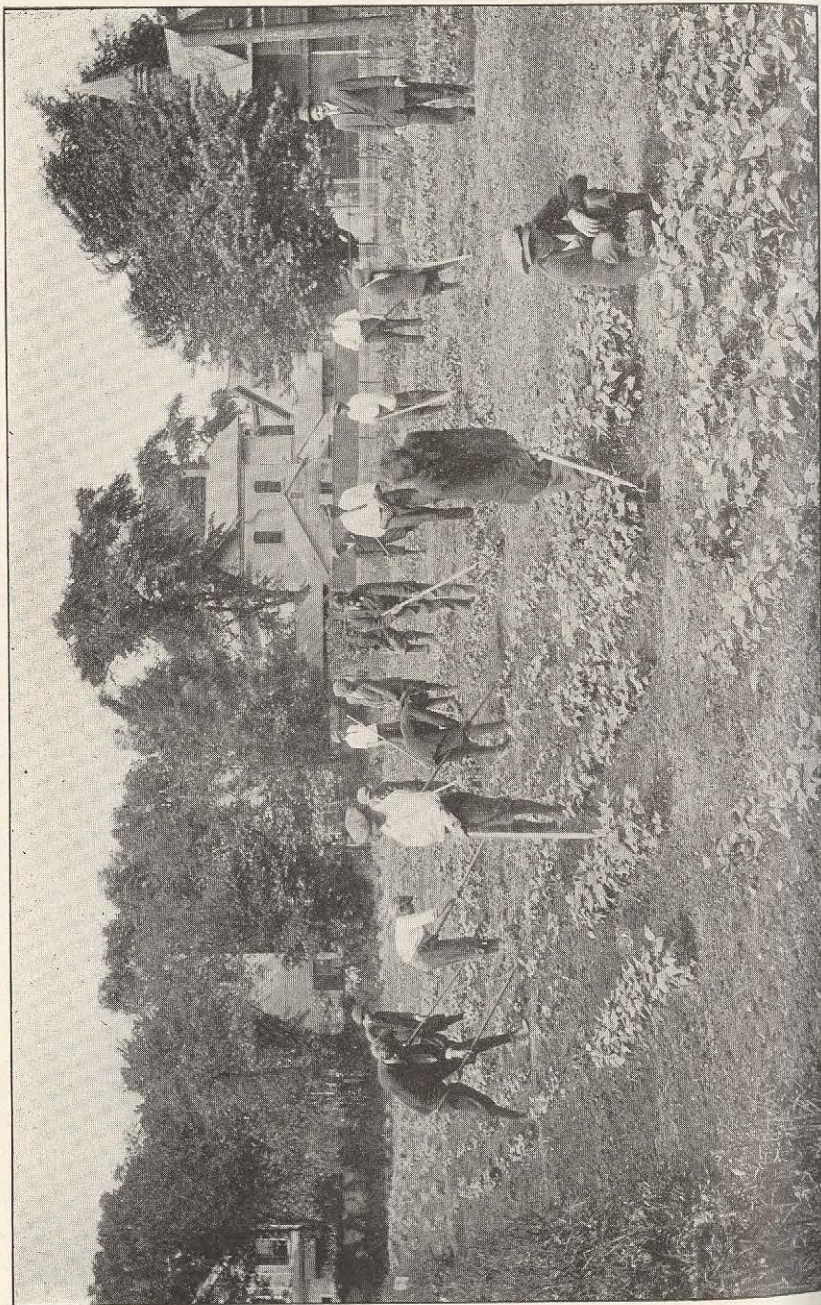
Begins Wednesday, January 3, 1917.
Ends Friday, March 30, 1917.

THIRD TERM:

Begins Monday, April 9, 1917.
Ends Friday, June 22, 1917.

HOLIDAYS:

Columbus Day.
State Election Day.
Thanksgiving Day and Day after.
Lincoln's Birthday.
Washington's Birthday.
Good Friday.
Memorial Day.



SPECIAL CLASS WORKING IN SCHOOL GARDEN

PROGRAMS OF GRADUATION

High School, June 20, 1916

ORCHESTRA, War March of the Priests - - - Mendelssohn
INVOCATION - - - - - Dr. H. S. Potter

A Stratford Festival

SYNOPSIS.

Shakespeare's neighbors and former associates of the Globe Theatre, knowing of his recent depression come to visit him at his home, the New Place. After greetings from members of the Shakespeare family, the villagers sing "Who Is Sylvia," and give scenes from "Henry V" and "The Merchant of Venice." The host and his old friend, Richard Burbage, entering into the spirit of the hour, prepare during the Morris-dance to present the Gobbo incident from "The Merchant of Venice." This is followed by the Sword-dance and the witches' prophecy to Macbeth and Banquo. The London players present Brutus and Anthony, "Hark, hark the lark" is sung. Ariel, summoned by Prospero, dances and the masque is brought to a close with an epilogue.

CHARACTERS.

MEMBERS OF THE FAMILY

William Shakespeare	- - - - -	Joseph Roy
Mistress Shakespeare	- - - - -	Marion Clark
Susanna, wife of Dr. Hall	- - - - -	Victory Johnson
Judith	- - - - -	Olga Wolf
Dr. Hall	- - - - -	Leon Mills
Servant	- - - - -	Ruth Hardman

VILLAGERS (*in the order of their speaking*)

Tom Haddon, master of ceremonies	- - - - -	Donald Peck
Kate Hathaway	- - - - -	Gladys Schoonmaker
Dame Cole	- - - - -	Aleta Trainer
Dick Weaver	- - - - -	Harold Young
Dame Wenlock	- - - - -	Helen Hopping
Marjery Arden	- - - - -	Marion Moore
Jack Congreve	- - - - -	James Bolton
Dolly Arden	- - - - -	Margaret Dale
John-a-Combe	- - - - -	Ruth King

LONDON PLAYERS

Burbage - - - - - Enoch Johnson
The persons appearing in "Julius Cæsar."

HENRY V

King Henry of England - - - - - Harold Young
Katharine, princess of France - - - - - Mary Dewar
Alice - - - - - Edith Cowie

MERCHANT OF VENICE, Casket Scene

Portia - - - - - Ruth Decker
Nerissa - - - - - Mary Louise Menzel
Bassanio - - - - - Fanning Rose
Prince of Morocco - - - - - James Bolton
Prince of Arragon - - - - - Lloyd Thompson
A lord - - - - - Robert Caplan
A lady - - - - - Marjorie Daniel
Servant - - - - - Elizabeth Cullen
Gratiano - - - - - Joseph Gough

MORRIS-DANCERS

Helene Scherff, leader Donald Peck
Gladys Briscoe John Untiedt
Alice Manley Arnold Wayler
Ruth Baker Arthur Feuser

Accompanist, Phebe Heckel

MERCHANT OF VENICE, Gobbo Scene

Launcelot Gobbo - - - - - Enoch Johnson
Old Gobbo - - - - - Joseph Roy

SWORD DANCE - - - - - Helene Scherff

MACBETH

First Witch - - - - - Maude Whittaker
Second Witch - - - - - Charlotte Walton
Third Witch - - - - - Aline Womble
Macbeth - - - - - Harry Garlock
Banquo - - - - - Byron O'Neil

JULIUS CÆSAR (given by the Honor pupils, named in the order of their rank)

First Citizen - - - - - Kenneth Demarest
Second Citizen - - - - - Clara Hepburn
Anthony - - - - - Elizabeth Nixon
Third Citizen - - - - - George Carll

Brutus - - - - - Fred Roberts

THE TEMPEST

Prospero - - - - - Irene Dusenbury
Ariel - - - - - Gladys Barry

EPILOGUE (written by Harold R. Young)

We have ventured to give you Shakespeare
As he lived, in the glorious past,
Depicting his love for his fellows,
And unparalleled scenes that will last.
We have presented the work of a genius,
The masterful art of his pen.
He inspires us on and upward
To the nobler ideals of men.

ORCHESTRA, Waltz, "In Dreams My Own" - - - Vanderpool

PRESENTATION OF ALUMNI PRIZE

Mr. P. C. Mann, of the Alumni Association.

PRESENTATION OF DIPLOMAS AND CERTIFICATES

Dr. Wm. H. Van Gieson, member Board of Education.

SCHOOL SONG

BENEDICTION

Dr. H. S. Potter.

ORCHESTRA, March, "Soldiers in the Park" - - - Monckton

The costumes represent the work of the Art and Household Arts Departments under the direction of Miss E. Ruth Palmer and Miss Clara Schauflier. Special credit for this is due to Misses P. Cleland, C. Walton, G. Barry.

Stage properties represent the work of the teachers of the manual training department under the direction of Mr. S. E. Morton.

The benches used were constructed by A. Wayler, E. Johnson, F. Rose, J. Gough, R. Caplan, F. Roberts.

Typing of manuscripts was done by Misses Clark and Powell and Messrs. Wayler, Gough, Johnson, and Thompson.

The Morris-dancers were trained by Helene Scherff.

At the piano, Phebe Heckel.

Cover design for Program, Pattie Cleland.

Coach, Miss Jane Swenarton.

Musical Director, Mr. Sydney Butterworth.

Graduates

Ruth Estelle Baker	Josephine M. Levandoski
Gladys R. Barry	Mary-Louise Menzel
James Bolton	Leon Boening Mills
Gladys Marion Briscoe	Ethel M. Mosher
Robert Henry Caplan	Elisabeth Melvina Nixon
George Eaton Carll	Genevieve Elizabeth O'Brien
Edith A. Cowie	Joseph Byron O'Neil
Elizabeth Cullen	Donald Forsyth Peck
Marjorie Johnston Daniel	Pearl Evelyn Powell
Ruth Alma Decker	Fred James Roberts
Arthur Kenneth Demarest	Fanning C. Rose
Mary Alice Dewar	Joseph N. Roy
Betty Evans	A. Helene Scherff
Arthur Conrad Feuser	Gladys M. Schoonmaker
Harry Garlock	Charles George Seibert
Joseph J. Gough	R. Lloyd Thompson
Ruth M. Hardman	Aleta Trainer
Phebe L. Heckel	John Henry Untiedt
Clara Arabelle Hepburn	Charlotte J. Walton
Helen Hopping	Marion Edna Ward
N. Enoch Johnson	N. Arnold Wayler
Victory Cecelia Johnson	Maude Watson Whittaker
Ruth A. King	Florence Marie Winkler
Harold R. Young	

Pupils Receiving Certificates

Carol Hall Church	Alice Burroughs Manley
Marian Clark	Marion Martha Moore
Margaret Emily Dale	Elizabeth Smith
Irene Louise Dusenbury	Rubenia Henrietta Spatz
Margaret Irene Fuller	Susette DeWitt Vogeliuss
Dorothy C. Jones	Olga Gertrude Wolff
Aline Womble	

Graduates Receiving Highest Average During High School Course

Arthur Kenneth Demarest
Clara Arabelle Hepburn
Elisabeth Melvina Nixon
George Eaton Carll
Fred James Roberts

Graduates by Years

Year.	Diplomas.	Year.	Diplomas.	Year.	Diplomas.
1876.....	11	1890.....	6	1904.....	17
1877.....	5	1891.....	15	1905.....	10
1878.....	5	1892.....	12	1906.....	19
1879.....	2	1893.....	18	1907.....	17
1880.....	No record	1894.....	10	1908.....	18
1881.....	No record	1895.....	15	1909.....	25
1882.....	No record	1896.....	12	1910.....	14
1883.....	6	1897.....	8	1911.....	20
1884.....	12	1898.....	8	1912.....	30
1885.....	8	1899.....	12	1913.....	36
1886.....	4	1900.....	9	1914.....	57
1887.....	13	1901.....	18	1915.....	56
1888.....	9	1902.....	13	1916.....	47
1889.....	10	1903.....	15		

Pupils Receiving Mention for Puncuality and Regularity of Attendance

For Ten Years

Robert Franck

For Nine Years

Guernsey Jones Lawrence Edland

For Eight Years

Ruth King Robert Johnstone
Milton Winkler

For Seven Years

Katrine Loppacker Frances Richardson

For Six Years

Edwin Dafter John Walton
Ruth Johnson Fred Widman
Frank Williams

For Five Years

Malcolm Catlin Helene Scherff
Julius Frater Malcolm Spinning
Vera Langefeldt John Untiedt

For Four Years

Arthur Gibson	Evelyn Noble
Geneva Jenkins	Ethel Terhune

For Three Years

George Accola	Ethel Harrington
Mary Cooney	Henry James
Eleanor Durr	Mildred Long
Albert Fish	Raisbeck Trown
John Goggin	Mary Weden

Allan Wilcox

For Two Years

Paul Ashworth	Joseph Gough
Percy Ayers	Harold Hopper
Arnold Brown	Enoch Johnson
Samuel Budahazy	George McCann
George Chance	Mary-Louise Menzel
Mabel Chance	David Sheldon
Ellen Edland	Marcus Wright

Paul Zeim

For One Year

Bennett Asbury	Constance Meyer
Josephine Bill	Elisabeth Nixon
Edith Briscoe	Genevieve O'Brien
Edmund Corby	Henry Raemsch
Wilbur Cox	Cecelia Regan
Helen Dailey	George Richter
Harriet Dean	Robert Roloff
Ellsworth Dougherty	Vernon Rowland
Jessie Egan	Joseph Roy
Mildren Evans	Natalie Slawson
Arthur Fornoff	Briseis Teall
Miriam Griffin	Elizabeth Thomas
Bertha Hansen	Ruth Thomas
Junior Hawthorne	Marie Untiedt
Gertrude Hughes	Arnold Wayler
Elizabeth Johnson	Philip Weinseimer
Wallace Jordan	Frances Welte
Annamarie Koch	Mabel Wiessmann
Rena Langefeldt	Harold Winkler
Lillian McCarron	Irving Wright

Anthony Zacharevitch

PARK SCHOOL—EIGHTH GRADE

January 28, 1916

Orchestra	Overture
	High School
Invocation	Rev. Benjamin F. Dickisson
	Pastor of the Park M. E. Church
Address to Graduates and Presentation of Diplomas	Mr. F. R. Pilch
	President Board of Education
Chorus, Indian Cradle Song	Matthews
	Girls of Graduating Class
Recitation, The Street Musicians	Catlin
	Robert Garlock
Chorus, The Fairy Pipers	Brewer
	Graduating Class
Recitation, Making Him Feel at Home	Locke
	Mabel Jenkins
Spelling Match	Graduating Class and Grade 8 B
	(Words given out by Miss Ella L. Draper)
	Class Song
	Star-Spangled Banner and Flag Salute
	At the Piano
	Gladys Keil, Eighth Grade

Roll of Honor

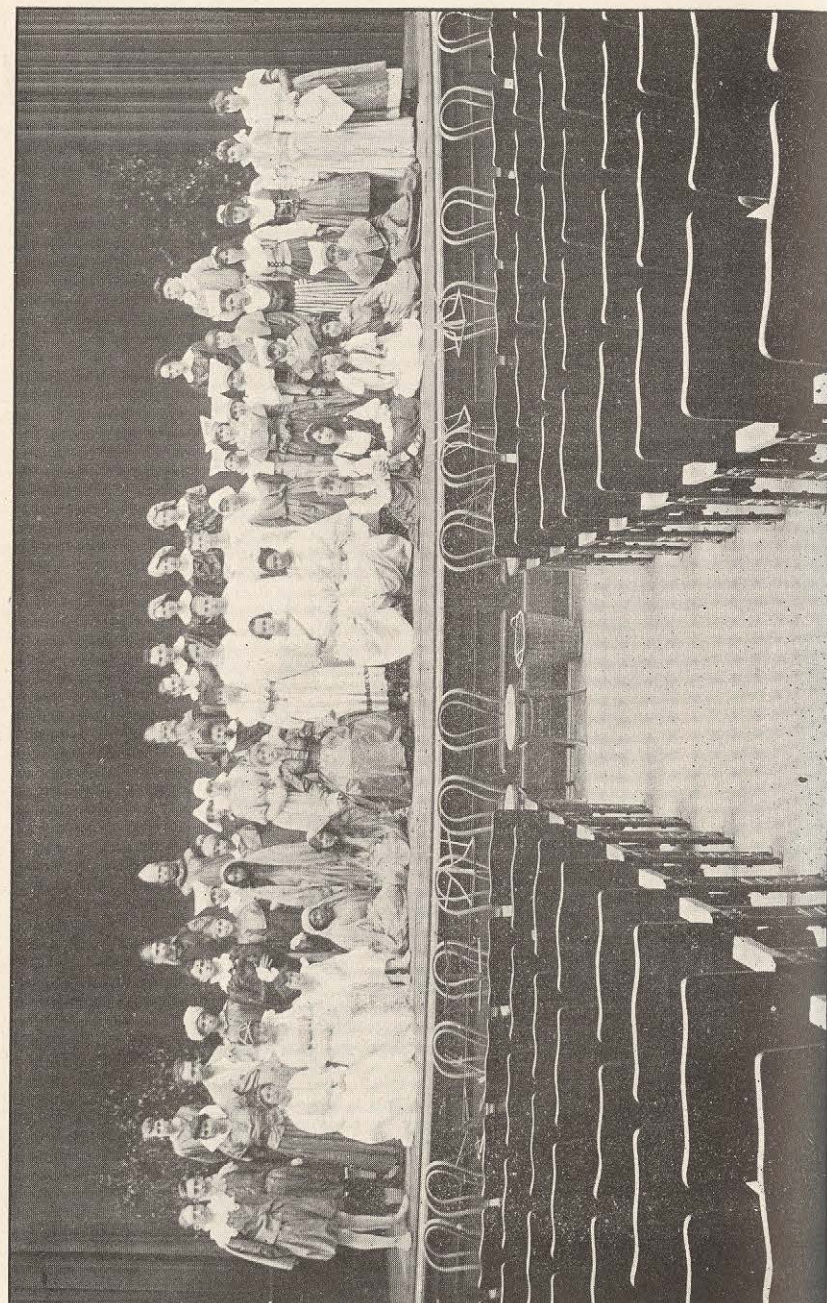
Mildred Stone	Fairview School
	(Honor pupil of Graduating Class)
Ida Garlock	Watsessing School
Mary Kilbride	Brookside School
Ester Abrams	Center School
Helen Warrin	Berkeley School

These pupils have received highest averages in scholarship during the year.

GRADUATION ROLL

Ester Abrams	Robert V. Johnstone
Charles F. Amelung	Robert C. Kallenburg
Elizabeth W. Ashworth	Gladys M. Keil
Mildred E. Berdan	Mary C. A. Kilbride
Mabel Bickler	Irving Edward Krohn
Frank Geoffrey Boucher	Stella Kuczensky
Samuel Budahazy	Rena Langefeldt
Raymond Cannon	Arthur C. Liljestrand
Grace L. Carnahan	Lillian L. Loder
Malcolm Bruce Catlin	Mildren M. Long
Henry Edward Cerbie	Madalyn L. Mack
Harold George Chance	Olga Markowitz
Ethel Cohen	Lillian M. McCarren
Edith I. Cox	Charles Mencik
Beatrice E. Cruikshank	Constance H. Meyer
Harriet Dean	Thomas Franklin Nelson
Margaret E. Demmert	Edward Austin Oswald
Florence G. Dirk	Martha N. Peck
Marguerite W. Dougherty	Richard John Pilch
Margaret Edwards	Vera J. Robson
James Reed Everett	Louis Salomon
Albert Willis Fish	Albert Schwalm
Arthur P. Fornoff	Amelia Shuboy
Herman W. Fritz	Sarah Singman
Ida Garlock	Katherine Smith
Robert Garlock	Mortimer H. Smith
Victoria Gentile	Isabel M. Smitheram
Arthur Andrew Gibson	Frank Sparacino
Alice E. Griffith	Malcolm Drake Spinning
George Gross	John Erwin Stahlsmith
Stanley Gruchacz	Walter Wilson Stephens
James Arthur Hampton	Mildred F. Stone
Naomi B. Hardman	Ruth L. Stone
Miguel Harrison	Herbert Lavaille Suplee
Junior B. Hawthorne	Wilhelmina Taylor
John Harry Hess	Frank W. L. Terhune
Sylvia Hess	Elizabeth Thomas
Floyd Hoffman	Josephine Thompson
Walter Hoffman	Clarence F. Walker
Harold Arthur Hopper	Helen B. Warrin
Carl Iseman	Mary L. Weden
Geneva L. Jenkins	Charles Kipp Weichert
Mabel V. Jenkins	Milton Raymond Winkler

Girls wearing dresses made in Sewing Class.



GRADUATING CLASS IN SHAKESPEAREAN FESTIVAL COSTUMES

Pupils Receiving Mention for Punctuality and Regularity of Attendance

For Seven and One-Half Years.

Robert Johnstone Milton Winkler

For Four and One-Half Years.

Albert Schwalm Malcom Catlin Malcom Spinning

For Three and One-Half Years.

Mabel Jenkins Geneva Jenkins Arthur Gibson

For Two and One-Half Years.

Mary Weden Mildred Long Albert Fish

For One and One-Half Years.

Samuel Budahazy George Chance
Charles Mencik Harold Hopper

For One-Half Year.

Harriet Dean Constance Meyer
Carl Iseman Louis Salomon
Lillian McCarron Arthur Fornoff
Junior Hawthorne Rena Langefeldt
Herman Fritz Elizabeth Thomas
Mary Kilbride Clarence Walker

PARK SCHOOL—EIGHTH GRADE

June 22, 1916

Orchestra Overture
High School and Eighth Grade.
Invocation Rev. A. N. Smith
Pastor of Watsessing M. E. Church
Representative Songs of Different Periods of the History of Our Country.
Graduating Class.
Songs described by Townsend McMillan.

Indian Period.

Indian Choral J. C. Fillmore

Tableau.

George Worthington	Paul Peters
Leonard Day	Margaret Laterette
Daniel Hildebrandt	Esther Johnson

Dha kede hia u dha	Down thru the ages vast
Ha dha kede ho dha	On wings strong and true
Dha kede ha dha he hia	From great Wakanda comes
Dha hede hia dha hede	Good will unto you.
Ha dhe he.	Peace that shall here remain.

Colonial Period.

The Breaking Waves Dashed High Mrs. Hemans

Tableau.

Ruth Collins	Ruth Koeber	Thomas Brady
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Revolutionary Period.

Yankee Doodle—

Tableau—"Spirit of '76."

Vernon Roloff	Everett Loppacker	Frank Renner
	Franklin Lowe	

War of 1812 Period.

Star-Spangled Banner Francis Scott Key

Civil War Period.

Tenting To-night Walter Kittredge

Tableau—Union Soldiers.

Roy Fisher	George Hambacher	Michael Sanok
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Confederate Soldiers.

Francis Jacobs	Jack Van Houten	Charles Wilhoft
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Present Time Period.

The Patriot's Song G. Verdi

Tableau—Ruth Durling.

Recitation, "O Lord, Our God" Van Dyke

Gladys Owen

Address to Graduates and Presentation of Diplomas—Mr. James C. Brown
President of Board of Education

Class Song.

America and Flag Salute.

At the Piano.

Isabel Shiebler, High School.

ROLL OF HONOR

Esther Johnson Berkeley School
(Honor Pupil of Graduating Class.)

Paul Peters	Brookside School
Ruth Collins	Center School
Gladys Owen	Brookdale School
Margaret Laterette	Fairview School
Townsend McMillan	Watsessing School

Graduation Roll

Ruth Adlon	Franklin Lowe
L. Paul Bollenback	Veronica R. Laub
Thelma E. Burrill	Everett Loppacker
Kenneth M. Ball	Margaret E. Laterette
Thomas I. Brady	Bertha Lang
George W. Bohr	Townsend McMillan
Charles H. Beck	Jeannette C. McKane
Charles A. Brozat	Helen M. Martini
Edna G. Clark	Elwood Osmun
Warren Clarke	Maude E. Osmun
Mary M. Corle	Gladys Owen
Helen E. Conley	Mildred H. Price
William M. Crampton	Virginia Price
Ruth M. Collins	Paul Peters
Ruth H. Darnstaedt	George E. Randolph
Ruth M. Durling	Vernon Roloff
Leonard Day	Laura F. Roth
Bentley Ellor	Louise Roth
Ethel M. Ellor	William J. Russo
John Edgerley	Frank J. Renner
Hazel S. Feakins	John F. Richardson
Roy Fisher	Adeline V. Russoman
Agnes G. Fitzgerald	John R. Schofield
Albert Garlock	Rose Sparacino
William Grenger	Bessie E. Spatcher
Eva Goldstein	Anna J. Schmig
George Hambacher	Helen M. Seal
Carl G. Hambacher	Michael Sanok
Mary A. Higgins	Gladys A. Stoever
Daniel Hildebrandt	Ruth M. Udall
Robert E. Jones	Jack E. Van Houten
Esther M. Johnson	Reginald Winbush
Francis Jacobs	George F. Worthington
Emory Kingman	Charles A. Wilhoft
Ruth H. Koeber	Myrtle K. Walton
George E. Kellberg	Tessie E. Wilderman
Fay Keyler	James H. Womble

Girls wearing dresses made in Sewing Class.

Pupils Receiving Mention for Punctuality and Regularity of Attendance

PARK GRAMMAR

For Six Years

Gladys Owen George Hambacher

For Five Years

Helen Martini

For Four Years

Michael Sanok Ruth Adlon Albert Garlock

For Three Years

John Richardson

For Two Years

Charles Wilhoft Bertha Lang Mary Higgins

For One Year

Ruth Darnstaedt Veronica Laub

Laura Roth Mildred Price

Helen Seal

BERKELEY SCHOOL

For Seven Years

George Dahl Anna Mac Edwards

For Five Years

Genevieve Lennox Percy Edwards

For Four Years

Harold Catlow Thelma Fedde

Elizabeth Bowne Martha Edgerley

Gertrude Fedde Frances Hildebrandt

Wilhelmina Hildebrandt

For Three Years

Estelle Baldwin Fred Cadmus

Helen Lauffer Dunnella Hoyt

Eleanor Simmons Olive Guernsey

Louis Peterson Evelyn Blair

Waldon Hoyt Irma Ellor

Leon Williams Hannah Hildebrandt

For Two Years

Henry Hildebrandt

Edward Van Gieson

Susan Ashworth

Catherine Young

Frederick Wieland

Joseph O'Breiter, Jr.

Margaret Speiden

Jean Smith

Cochran Cross

Agnes Cross

Alma Francis

Robert O'Breiter

Joseph Cliff

Henry Reynolds

Lillian Garabrandt

Verna Francis

Lucile Stumbaugh

Evelyn O'Berg

For One Year

John Clerkin

John Weden

Frank Fedde

David Causbrook

Elizabeth Quale

Dorothy Corle

Anna Raab

Harold Baldwin

William Blackwell

Edna Dexter

Leon Bowen

Ella Marshall

Howard Whittaker

Raymond Taylorson

Charles McKenna

John Percy

Ford Sohner

George Cliff

Aden Rowland

Vern Simonds

Anna Blackwell

Lillian Leonard

Helen Balg

Marion Cowan

Charles MacDonald

Juliet Rowland

Francis Lair

Mildred Balg

Linnea Rudine

Ernest Hendrickson

Vernon Sohner

King Rose

Anna Caruso

Frances Jaeger

Edna Quale

George Quale

Louise Carroll

Allan Law

Winifred Cross

Esther Rowland

William Smith

James Caruso

Henry Blackwell

Helen Speiden

Peggy Hunter

Gladys Wiley

William Krenrich

Leonard McGee

Kenneth Garabrandt

BROOKSIDE SCHOOL

For Six Years

Ellsworth Hopper

Mary Timko

For Five Years

John Abramowitz

Frederic Buck

Stanley Schneider

For Four Years

Marguerite Fornoff Paul Meuser

For Three Years

Esther Bassett Gertrude Romig
Frederick Hesse Wilmer Seiferd
Carolyn Hopper Allen King
 Virginia Young

For Two Years

Elizabeth Hesse Ray Schneider
Emily Kamierska Helen Yasko
 Theodore Yasko

For One Year

Athelone Anthony Helen Kymer
Ida Ballassia Barbara Mencik
Allen Bassett Kate Miller
Leland Bernhardt Antonia Miller
Kathryn Brownstein Wesley Mortimer
George Courter Dorothy Parizot
Theodore Eckert Matilda Poss
Viola Eckert Amy Reynolds
Edward Geuchacz Estelle Seibert
George Hager Anna Samplawska
Lois Hamilton Blanche Slavinska
Eva Hansen David Smith
Anna Helmke Hamilton Smith
Edward Herold Edward Teall
Edna Holmes William Thatcher
Genevieve Holmes Viola Widman
Maybelle Holmes Henry Yasko
Howard Jaeger George Young
Howard Kopf Stanley Zawistowski
Dorothy Kopf John Krienbring

Werner Zigler

CENTER SCHOOL

For Five Years

Richard Berry

For Four Years

Gilbert Evans Walter Glaeser Margaret Teall

For Three Years

Mitchell Curto Franklin Oakes
Eleanor Eglinton Florence James
 Anna Seifried

For Two Years

Mary Brenan Alfred Harker
Alexander Donnerwitz Ethel Jones
Frank Hall Dudley Jacobus
Astra Holverson Miriam Plaut
 Richard Tuers

For One Year

Julius Arnold Lillian Reeve
Henrietta Beck Carl Carlson
John Brenan Leonard Curto
Dorothy Baumler Irwin Day
Dorothy Beesley Helen Donnerwitz
Helen Brady Josephine Donnerwitz
Kenneth Catlin Wilbur Cole
Kathryn Moore Rudolf Hollweg
Hannah Meade Paul Sheffel
Theodore Martini Helen Sheffel
John Ruvo Margaret Sheffel
Katharine Ruvo John Shaul
 Roy Williams

BROOKDALE SCHOOL

For Two Years

Margaret Wildsmith Fred Aug

For One Year

Robert Hepburn Herbert Fisher

CARTERET SCHOOL

For Two Years

Felix McCormick Maggie Patti

For One Year

Margaret Meyer Samuel Pierson
Edward Pierson Walter McCormick
Alexander Scalovino Agnes Moorman
 Matilda Scaduto

FAIRVIEW SCHOOL

For Seven Years

Harold Schulteiss

For Six Years

Marion Schulteiss

For Five Years

Clifford Brown	Ruth Griffith
Lloyd Dafter	Cecil Soley
	Albert Chance

For Four Years

Ethel Griffith	Marie Schmidt
Fred Fuller	Ena Soley

For Three Years

Mabel Henry	Harry Darnstaedt
Freda Baldwin	Gladys Fuller
Sedonia Lassen	Helen Lassen
Elmer French	Nelson Evans
	Ernest Dryer

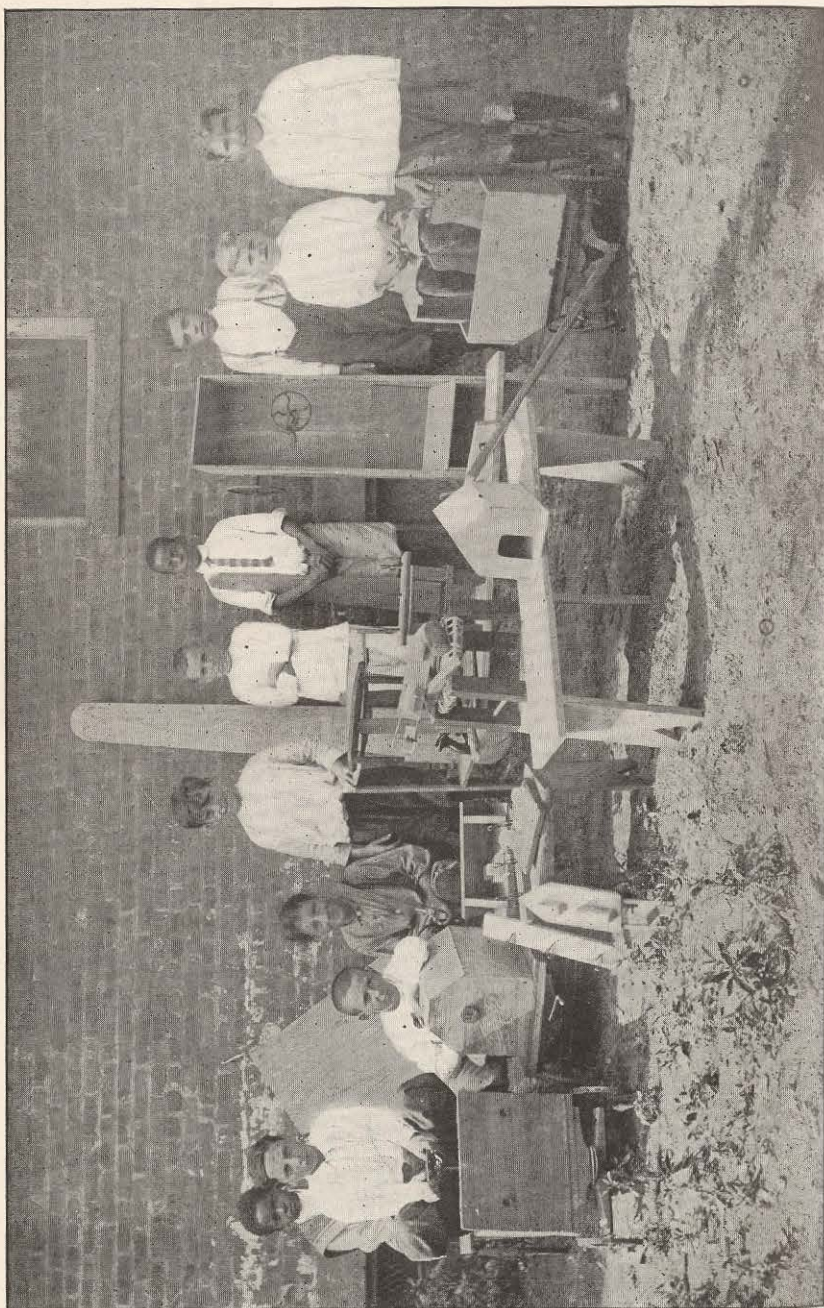
For Two Years

Mary Smith	Edward Koch
Raymond Clark	John Klem
Ernest Chance	Dorothy Klem
Elizabeth Raisbeck	Edward Sempf
Carolina Fuller	Anna Fuller
Mabel Fuller	Lillian Hunger
Edward Raisbeck	Catherine Luke

Marjorie Bell

For One Year

Elizabeth Demerest	George Darnstaedt
Thomas McGilloray	Charles Weiss
Eunice Garvin	Alexander Carnahan
Frances Mitchell	Antoinette Schindler
Marguerite Roman	Edith Smith
Oscar Hopping	Ida Raisbeck
Laura Trainer	Frances Schmidt
Alice Weiss	John Ashworth
Walter Dafter	Dorothy Mulligan
William Porzer	Bessie Smith
Helen Dimmick	May Weber
Anthony Sanok	Harriet Corby



SUMMER SCHOOL—MANUAL TRAINING

Joseph Sullivan
Edgar Mitchell
Alberta Terhune
Kenneth Schulteiss
Adolph Hauck

Charles Meyer
Helen Weiss
Marjorie Demarest
Alma Sempf
Howard Meyer

George Sanok

WATSESSING SCHOOL.

For Four Years

Percy Jones

Jennie Harrison

For Two Years

Gertrude Taylor

Gertrude Mehrtens

Wilmar Anthony

Emma Zeim

Isabelle Usher

Margaret Hambacher

Madeline Hambacher

For One Year

Frank Hueslin

Mamie Zalenski

George Stockton

Helen Zalenski

Robert Cleland

Clarence Sheets

Myrtle Loesch

Evelyn Anderson

Ernest Hambacher

Ella Budahazy

Annette Whelan

Joseph Gentile

Carolyn Wolf

Raymond Lubin

Trimble Jones

Marion Ellor

Frances Ferguson

Robert Davidson

Aleda Stalker

Edwin Ronk

Ethel Wayler

Laura Brown

Helen Stevens

TEACHERS-1915-1916

HIGH SCHOOL—NO. 1.

(Broad Street and Belleville Avenue.)

Ella L. Draper	-	-	-	-	-	Vice-Principal
Elizabeth H. Wyman	-	-	-	-	-	English and German
Maude C. Gay	-	-	-	-	-	German and Latin
Martha H. Hasbrouck	-	-	-	-	-	French and English
Anne M. Smith	-	-	-	-	-	English and German
Jane J. Swenarton	-	-	-	-	-	English
Fern A. Dickerson	-	-	-	-	-	Science and Latin
O. R. Smiley	-	-	-	-	-	Science
Otto J. Walrath	-	-	-	-	-	Science
Mildred E. Davidson	-	-	-	-	-	English
Edson J. Lawrence	-	-	-	-	-	Latin
James P. Haupin	-	-	-	-	-	Mathematics
Harry R. Koehler	-	-	-	-	-	Mathematics
Genevieve Crissey	-	-	-	-	-	English
Walter E. Marsden	-	-	-	-	-	English and Mathematics
Eugene Bouton	-	-	-	-	-	History
Robert L. Matz	-	-	-	-	-	History
Edgar S. Stover	-	-	-	-	-	Commercial
William L. Foley	-	-	-	-	-	Commercial
Clara L. Carruth	-	-	-	-	-	Commercial
Olive M. Terhune	-	-	-	-	-	Latin
Edith C. Russell	-	-	-	-	-	Physical Training

BERKELEY SCHOOL—NO. 2.

(Bloomfield Avenue.)

Joseph C. Wilson	-	-	-	-	-	Principal
Mabel A. White	-	-	-	-	-	Seventh Grade
Eva E. Adair	-	-	-	-	-	Seventh Grade
F. Annette Whitney	-	-	-	-	-	Sixth Grade
Elizabeth Beatty	-	-	-	-	-	Sixth Grade
Leah M. Griffith	-	-	-	-	-	Fifth Grade
Carrie L. Taylor	-	-	-	-	-	Fifth Grade
Laura E. De Puy	-	-	-	-	-	Fourth Grade

A. May Wyker	-	-	-	-	-	Fourth Grade
Mabel S. Denton	-	-	-	-	-	Third Grade
Clara L. Woodhull	-	-	-	-	-	Third Grade
Beatrice I. Hampson	-	-	-	-	-	Second Grade
M. Mildred Gladstone	-	-	-	-	-	Second Grade
Daisy Harris	-	-	-	-	-	First Grade
Flora T. Dann	-	-	-	-	-	First Grade
Grace A. Sheldon	-	-	-	-	-	Connecting Class
Marjorie N. Melvain	-	-	-	-	-	Connecting Class
Norma A. Moore	-	-	-	-	-	Kindergarten

BROOKSIDE SCHOOL—NO. 3.

(Essex Avenue and Baldwin Street.)

L. Arvilla Martin	-	-	-	-	-	Principal
Mabel Freeman	-	-	-	-	-	Seventh Grade
Wilhelmina J. Kentner	-	-	-	-	-	Seventh Grade
Edith M. Albinson	-	-	-	-	-	Sixth Grade
Edith H. Cook	-	-	-	-	-	Fifth Grade
Adelaide M. Reeder	-	-	-	-	-	Fifth Grade
Elizabeth F. Harrison	-	-	-	-	-	Fourth Grade
Olga B. Atchison	-	-	-	-	-	Fourth Grade
Frieda P. Thoms	-	-	-	-	-	Third Grade
Norma Eldridge	-	-	-	-	-	Third Grade
Ethel C. Winton	-	-	-	-	-	Second Grade
Florence Brown	-	-	-	-	-	Second Grade
Mabel G. Padgham	-	-	-	-	-	First Grade
Florence M. Tompkins	-	-	-	-	-	First Grade
Edith E. Walker	-	-	-	-	-	Connecting Class
Clara E. Baptiste	-	-	-	-	-	Connecting Class
Anna Feist	-	-	-	-	-	Kindergarten
Dorothy B. Case	-	-	-	-	-	Kindergarten
Maude L. Tuller	-	-	-	-	-	Retarded Class

CENTER SCHOOL.

(Liberty Street.)

Elizabeth Otis	-	-	-	-	-	Principal
Mary J. Sloat	-	-	-	-	-	Seventh Grade

Grace E. Jones	-	-	-	-	-	Seventh Grade
Nellie S. Kettle	-	-	-	-	-	Sixth Grade
Clara A. Cruikshank	-	-	-	-	-	Fifth Grade
Dora E. Adams	-	-	-	-	-	Fifth Grade
Jane K. Laraway	-	-	-	-	-	Fourth Grade
Florence Svenson	-	-	-	-	-	Third Grade
Emily Benoit	-	-	-	-	-	Second Grade
Grace C. Chandler	-	-	-	-	-	Second Grade
Charlotte R. Whitton	-	-	-	-	-	First Grade
Alice E. Bailey	-	-	-	-	-	Connecting Class
Blanche H. Crane	-	-	-	-	-	Kindergarten
Nettie Duym	-	-	-	-	-	Retarded Class

BROOKDALE SCHOOL—NO. 5.

(Upper Broad Street.)

Emery A. Buffington	-	-	-	-	Principal-Seventh Grade
Jennie V. Chinnick	-	-	-	-	Fifth and Sixth Grades
Minnie L. Hulst	-	-	-	-	Third and Fourth Grades
Doris F. Hamilton	-	-	-	-	First and Second Grades
Helen Klinefelter	-	-	-	-	Kindergarten

CARTERET SCHOOL—NO. 6.

(Grove Street.)

Rodney J. Floyd	-	-	-	-	Principal-Fifth Grade
Ada Leach	-	-	-	-	Fourth and Fifth Grades
Minne B. Aue	-	-	-	-	Third and Fourth Grades
Ruth A. Young	-	-	-	-	Second and Third Grades
Hazel K. Morris	-	-	-	-	First and Second Grades
Viola W. Davison	-	-	-	-	First Grade
Margaret Cooper	-	-	-	-	Connecting Class
Mary M. Vogelius	-	-	-	-	Kindergarten

FAIRVIEW SCHOOL—NO. 7.

(Montgomery Avenue.)

Fred S. Bush	-	-	-	-	-	Principal
Elizabeth A. Sterling	-	-	-	-	-	Seventh Grade
Estelle Kilham	-	-	-	-	-	Seventh Grade

Blanche Emmons	-	-	-	-	-	Sixth Grade
L. Catherine Kingsley	-	-	-	-	-	Sixth Grade
Lillian M. Galloway	-	-	-	-	-	Fifth Grade
Bertha G. Drisko	-	-	-	-	-	Fifth Grade
Natalie Beebe	-	-	-	-	-	Fourth Grade
Frances T. Leach	-	-	-	-	-	Fourth Grade
Madeline M. Noll	-	-	-	-	-	Third Grade
Beatrice M. Wood	-	-	-	-	-	Second Grade
Ruth E. New	-	-	-	-	-	Second Grade
Kate B. Haupin	-	-	-	-	-	First Grade
Sara W. Curtis	-	-	-	-	-	First Grade
Helen Burnet	-	-	-	-	-	Connecting Class
Helene M. Nicholson	-	-	-	-	-	Kindergarten
Helen E. Klase	-	-	-	-	-	Kindergarten

WATSESSING SCHOOL—NO. 8.

(Prospect Street.)

Anna S. Agnew	-	-	-	-	-	Principal
Elizabeth A. Terry	-	-	-	-	-	Seventh Grade
Caroline Bliven	-	-	-	-	-	Sixth Grade
Alice M. Oberg	-	-	-	-	-	Sixth Grade
Ethel F. Davis	-	-	-	-	-	Fifth Grade
Bertha E. Serex	-	-	-	-	-	Fourth Grade
Alice E. Bailey	-	-	-	-	-	Fourth Grade
Mildred M. Wyker	-	-	-	-	-	Third Grade
Anna C. Wray	-	-	-	-	-	Third Grade
Stella Harris	-	-	-	-	-	Second Grade
Ruth E. Struble	-	-	-	-	-	First and Second Grades
Pearl G. Sprague	-	-	-	-	-	First Grade
Maude E. Curtis	-	-	-	-	-	First Grade
M. Estelle Dodd	-	-	-	-	-	Connecting Class
Nellie V. Harvey	-	-	-	-	-	Kindergarten

PARK GRAMMAR SCHOOL—NO. 9.

(Belleville Avenue, near Broad Street.)

Charles F. Otto	-	-	-	-	-	Principal-Eighth Grade
Mabelle G. Howard	-	-	-	-	-	Eighth Grade

Lulu L. Robinson	-	-	-	-	Eighth Grade
Edith L. Beaty	-	-	-	-	Eighth Grade
Earle H. Gale	-	-	-	-	Eighth Grade
Thomas E. Purcell	-	-	-	-	Eighth Grade
Carrie B. Alger	-	-	-	-	Eighth Grade
Clayton G. Keller	-	-	-	-	Eighth Grade
M. Burr Mann	-	-	-	-	Special Class

MANUAL TRAINING DEPARTMENT.

E. Ruth Palmer, Director	-	-	-	-	Art and Handwork
Clara E. Schauffler, Director	-	-	-	-	Domestic Science
Seth E. Morton, Director	-	-	-	-	Shopwork
Anna P. Thomas	-	-	-	-	Assistant
Kathryn Campbell	-	-	-	-	Assistant
Lorena E. Babbitt	-	-	-	-	Assistant
Clara N. Sutton	-	-	-	-	Assistant
Margaret H. Niles	-	-	-	-	Assistant
Vivian H. Cady	-	-	-	-	Assistant
Albert F. Koehler	-	-	-	-	Assistant
Edward W. Kiesewetter	-	-	-	-	Assistant

SUPERVISORS.

Ida E. Robinson	-	-	-	-	Elementary Grades
Ethel Smith	-	-	-	-	Penmanship
Sydney H. Butterworth	-	-	-	-	Music

JANITORS.

No. 1, High School	-	-	-	-	C. E. Conner
No. 2, Berkeley	-	-	-	-	Albert Krenrich
No. 3, Brookside	-	-	-	-	A. Yasko
No. 4, Center	-	-	-	-	J. G. Martini
No. 5, Brookdale	-	-	-	-	Wm. Sempier
No. 6, Carteret	-	-	-	-	James W. Brewster
No. 7, Fairview	-	-	-	-	Victor Zawicki
No. 8, Watsessing	-	-	-	-	Moses Bender
No. 9, Park	-	-	-	-	John Krueger

OFFICE HOURS OF SUPERINTENDENT.

HIGH SCHOOL.

Monday, Tuesday, Wednesday and Thursday, 3:30 to 4:30
P. M.

EVENING SCHOOL.

Tuesday, 8 P. M.

1916—1917

BLOOMFIELD PUBLIC SCHOOLS BOOK LIST

Text Books for Elementary Grades

Readers:

Stories of the Red Children.....	Educational Publishing Co.
Peters and Brumbaugh Series.....	Christopher Sower Co.
Sunshine and Shadow Series.....	A. S. Barnes & Co.
New Education Series.....	American Book Co.
Progressive Road to Reading Series.....	Silver, Burdett & Co.
Aldine Series.....	Newson Co.
Sunbonnet Babies.....	Rand & McNally
Overall Boys.....	Rand & McNally
Lamb's Tales from Shakespeare.....	D. C. Heath Co.
King Arthur and His Knights.....	Rand & McNally
Hiawatha Primer.....	Houghton, Mifflin Co.
The Summer's Readers Series.....	Frank D. Beattys Co.
Carpenter's Geographical Series.....	American Book Co.
Winslow's Geographical Series.....	D. C. Heath Co.
Carroll's Around the World Series.....	Silver, Burdett & Co.
The Dutch Twins.....	Houghton, Mifflin Co.
Ben, the Black Bear.....	Century Co.
Baldwin and Bender Series.....	American Book Co.
Riverside Series.....	Houghton, Mifflin Co.
Peter and Polly Series.....	American Book Co.
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Edson-Laing, School Reader Series.....	Benj. H. Sanborn Co.
Elson—School Reader Series.....	Scott-Foresman Co.
Riverside Literature Series.....	Houghton, Mifflin Co.
Otis' Colonial Series.....	American Book Co.
Agriculture for Beginners.....	Ginn & Co.
Work-a-Day Doings on the Farm.....	American Book Co.
Horace Mann Reader Series.....	Longmans, Green & Co.

Writing Books:

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Arithmetic:

Complete Business Arithmetic.....	American Book Co.
Brook's Mental Arithmetic.....	Christopher Sower Co.

Baker-Felter Arithmetics, Series 1-2.....	Silver, Burdett & Co.
Milne Standard.....	American Book Co.
Nichol's Arithmetical Problems.....	Thompson, Brown Co.
Hamilton's School Arithmetic Series.....	American Book Co.
Higher Lessons in English.....	Charles E. Merrill Co.

English:

Progressive Composition Lesson Series.....	Silver, Burdett & Co.
Hyde Series.....	D. C. Heath Co.

Spellers:

Words.....	Gregg Publishing Co.
Barnes' New Spellers.....	A. F. Barnes
Hick's Champion Spellers, Books 1 and 2.....	American Book Co.
Richards' Grammar Grade Speller.....	D. C. Heath Co.

Geography:

Maurys Series, Books 1 and 2.....	American Book Co.
Brigham & McFarlane—Essentials of Geography Series.....	American Book Co.
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Morris' Industrial and Commercial Geography.....	Lippincott
Haaren's First Notions of Geography.....	D. C. Heath Co.

History:

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Montgomery's Leading Facts.....	Ginn & Co.
Thwaites & Kendall—History of the United States.....	Houghton, Mifflin Co.
Bourne & Benton—Introductory to American History.....	D. C. Heath Co.

Civics:

Dunn's Community and the Citizen.....	D. C. Heath Co.
Nida's City, State and Nation.....	The Macmillan Co.

Outlines:

Pupils' Outlines for Home Study.....	Jennings Publishing Co.
Primary Bookkeeping Sets.....	Ellis Publishing Co.

Physiology and Hygiene:

Conn's Series.....	Silver, Burdett & Co.
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Dictionary:

Webster's.....	American Book Co.
Concise Standard.....	Funk & Wagnalls Co.

Singing Books:

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Brewer Collection of Songs.....	Brewer Co.
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Rix's Assembly Song Book.....	A. S. Barnes Co.
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Latin:

The First Year of Latin—Gunnison.....	Silver, Burdett & Co.
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German:

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Easy Lessons in German—Dreyspring.....	American Book Co.

Algebra:

Gilbert & Sullivan's Practical Lessons in Algebra.....	Macmillan Co.
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High School Books

Halleck's History of English Literature.....	American Book Co.
From Chaucer to Arnold.....	Macmillan Co.
Painter's Introduction to American Literature.....	Sibley & Co.
Halleck's American Literature.....	American Book Co.
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Milton's Minor Poems.....	Macmillan Co.
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Idylls of the King.....	Ginn & Co.
Farewell Address of Washington.....	American Book Co.
First Bunker Hill Oration.....	American Book Co.

History:

Muzzey's American History.....	Ginn & Co.
Government in State and Nation.....	Scribner
Robinson and Breasted's Outlines of European History, Vol. I and II.....	Ginn & Co.

Science:

Newell's Chemistry.....	D. C. Heath Co.
Milliken and Gale's Physics.....	Ginn & Co.
Hunter's Elements of Biology.....	American Book Co.
Clark's General Science.....	American Book Co.

Mathematics:

Milne's Algebra.....	American Book Co.
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Wentworth's Solid Geometry.....	Ginn & Co.
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Knapp's Vergil.....	Ginn & Co.
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Der Neffe als Onkel.....	H. Holt & Co.
Herman und Dorothea.....	H. Holt & Co.
Höher als die Kirche.....	H. Holt & Co.
L'Arrabbiata.....	H. Holt & Co.
German Composition, Bacon.....	Allyn & Bacon
Kreuz und Quer, Metzger and Mueller.....	American Book Co.
Grammar—Bacon.....	Allyn & Bacon

Essentials of German, Vos.....	H. Holt & Co.
Das deutsch Buch fur Anfaenger, Schrakamp.....	H. Holt & Co.
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Schiller's Die Jungfrau vom Orleans.....	D. C. Heath Co.
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Spanhoofd's Deutsche Grammatik	H. Holt & Co.
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Pope's German Composition	H. Holt & Co.
Sprach und Lesebuch, Gohdes & Buschek.....	H. Holt & Co.

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Snow & Lebon's Easy French.....	D. C. Heath Co.
Francois' Introductory French Composition.....	American Book Co.
Esther	D. C. Heath Co.
Ballard's Short Stories	Scribner
Marique & Gibson's French Composition.....	Ginn & Co.
Fraser & Squair's French Grammar.....	D. C. Heath Co.
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La Cigale chez les Fourmis	American Book Co.
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Ballard's Short Stories for Oral French.....	Scribner
Marique & Gilson's French Composition.....	Ginn & Co.

Commercial Subjects:

Gano's Commercial Law	American Book Co.
Fritz-Eldridge, Expert Typewriting	American Book Co.
Style Manual for Stenographers.....	Hugh Graham Paterson.
Pitman's Shorthand	Pitman
Business English and Correspondence.....	Ginn & Co.
Powers' Complete Accountant.....	Powers & Lyons
Modern Illustrative Bookkeeping	American Book Co.
Words	Gregg Publishing Co.

Palmer's Penmanship	A. N. Palmer Co.
Budget System	A. N. Palmer Co.
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